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THE VICTORY FARM VOLUNTEERS

DO GOOD WORK

Fred P. Frutchey
Senior Educational Analyst
Division of Field Studies
and Training

Frank W. Lathrop
Specialist in Agricultural
Education (Research)
U. S. Office of Education



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Foreword

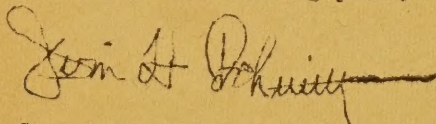
The Victory Farm Volunteers program for young people was conducted as a part of the 1943 Extension Farm Labor Program in helping to relieve the farm labor shortage. The Division of Field Studies and Training of the Federal Extension Service and the U.S. Office of Education have cooperated in making nine VFV evaluation studies of the Farm work contribution of non-farm youth and of the educational value to them.

The reports of these studies on the following pages are of three types of VFV programs - (1) Nonfarm young people who went to the farms to work and live during the summer season, (2) nonfarm young people who lived at home and were transported to the farms each day for work in the fields, and (3) nonfarm youth who lived away from home in groups and were transported to the farms each day. Three studies of the first type were made in Vermont and Minnesota. Five studies of the second type were made in Maine, New Jersey, Pennsylvania, Oregon and Louisiana. One study of the third type was made in New Jersey.

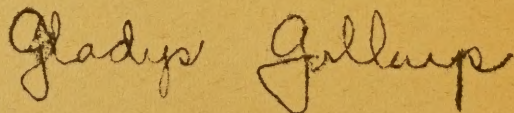
These studies have brought out the following key points of a successful VFV program.

1. A good understanding of the program by the farmers, the young workers, and their parents is the chief key point.
2. Farmers accept the VFV for farm work when they are well prepared to receive the young inexperienced workers.
3. Clear understanding by the VFV of what to expect on the farm reduces turnover.
4. Farmers appreciate young workers who have had some training in getting familiar with a few common farm jobs.
5. Sizing up the situation in matching the VFV and the farm family results in successful placements.
6. Frequent supervisory visits to the farm after placement and supervision of groups in the fields iron out most difficulties.
7. The support of parents in a good VFV program facilitates recruitment, avoids difficulties and increases the success of the work.

A limited number of copies of these reports has been assembled for the use of State VFV supervisors and those responsible for training in the schools of the prospective workers. The reports describe the VFV programs in the counties studied, interpret the attitude of the farmers, volunteers, and parents interviewed, and give the interviewers' observations. The reports are of value to VFV supervisors and to public school officials in planning the program for the coming year.



Chief, Victory Farm Volunteers
Farm Labor Program



Chief, Division of Field
Studies and Training

Part I - Live-in Program

~~Four studies of~~ nonfarm youth who went to farms to live and work during the summer season.

1. Evaluation Study of VFV Program Yellow Medicine County and the Minneapolis Schools Training Program September 27-29, 1943

The outstanding aspect of the VFV program for the boys who lived on farms during the summer in Yellow Medicine County was the pre-employment training they received in the Minneapolis schools. This type of training has many points valuable to VFV "live-in" programs. The VFVs were city boys who lived and worked on farms this summer.

The following observations are based on interviews with the boys, their parents, and the farmers, and on conferences with the individuals in charge of the program.

- I. County farm labor situation - The causes of the farm labor shortage in this county were the same as in other places, older boys and men were in the armed forces and were attracted into the war industries.

When County Agent George Gehant learned of the potential supply of boys trained in the Minneapolis schools for work on the farm this summer, he contacted his neighborhood leaders. They visited the farm families in their neighborhoods, explaining to them that a source of labor was available and asking them if they needed help, how many boys they would need and when they would want them. As a result 41 boys were placed on farms.

Mr. Morris P. Wohler, principal of the Clarkfield high school was selected as county VFV assistant to visit the boys and farmers from time to time and supervise the farm-employer and youth worker relationships. He was selected on the basis of his ability to get along with young people and with farmers.

II. Results of the VFV Program.

1. Work contribution - The 41 boys placed in the county worked an average of approximately 65 days on the farm during the summer, making a total of 2,665 boy-days of farm work. One boy was still on the farm late in September when this study was made. He had permission from the school authorities to return to school late since the farmer wanted him to help finish the summer's work.
2. Farmers' attitude - The general reaction of the farmers was that they were satisfied with the work the boys did, that they liked them and that they wanted them again next year. They would like the same boys again next year in order to have the advantage of the boy's training and experience.

Most of the farmers thought that the boys were not as good as the usual hired help but still good enough. However, a few farmers felt they were equal to or better than usual hired help.

They were very proud of the boys who saved their money and didn't spend it "foolishly". In general the boys conducted themselves properly about the home and were well liked.

The farmers didn't expect, but would like to have had skilled help. They don't expect the training program to make the boys experienced farmers, but are pleased when the boys can handle horses and drive a car or tractor.

3. Boys' attitude. - The boys went to the farm to work largely because they were interested in farm work and wanted to "get out into the country." Many mentioned the physical benefit of life on the farm and some were influenced by the war service motive. Earning money was not a primary reason for doing farm work. To a few boys, the money they earned was important in buying school clothes and books and war bonds.

Generally speaking, the boys were satisfied with their summer's experience on the farm. They felt the working and living conditions were satisfactory, although there were a few exceptions. The food was a high point with them. They liked it. Some were not satisfied with the wages. They expected more in light of the number of hours of work per day.

Most of them indicated a desire to go on a farm again next year.

4. Educational Experience - The boys learned many new farm jobs and to do better those they had done before. These jobs included hayting, dairying, working with livestock, poultry, small grains and corn. The boys helped take care of horses. They greased machinery and helped repair fences. They helped with the chores. The work experience, in their opinion, taught them how to work on a job, "get along with strangers" and "what a good day's work is". One boy said "It was an education not found in books". Some said it helped them develop self-confidence. Others said they learned more about how farmers live and the work they have to do. Many indicated that their farm work was better than "sitting around the city."

III. Factor Contributing to Results.

1. Training - The VFV boys had received a well-organized and conducted training course last spring in the Minneapolis schools.

A careful study /1 of the training of Minneapolis boys for farm work was recently made by Arthur V. Storm, so that the training program will only be outlined here.

Early in the spring of 1943, Mr. A. M. Bank, Assistant superintendent of the Minneapolis schools asked Mr. Arthur V. Storm to take the responsibility for organizing a training course in the Minneapolis high schools. Arrangements were made with the State Board for Vocational Education so that Smith-Hughes and George Dean funds could be used toward salaries of 25 instructors. These instructors who were teachers of other subjects in the Minneapolis High Schools met qualifications set up by the State Board for Vocational Education. Some had taught agriculture, some had taken courses in agricultural colleges and some had only a good farm background. The agricultural instruction was given in addition to the regular teaching schedules. One of the big factors in the success of this program was the careful selection of these instructors.

The instructors followed a course outline prepared by the Minnesota State Board for Vocational Education with the cooperation of the Division of Agricultural Education at the University of Minnesota. In addition to class-room teaching, two other features deserve mention. Thirty-eight farms in a county, not too far from Minneapolis, were selected with the assistance of the county agent for training centers. Each instructor took a group of six boys out to a training center to work all day Saturday at whatever there was to be done. Each boy was expected to spend five Saturdays on these farms. After the first Saturday some farmers turned over their farms to these groups and left the farm for the day. The boys also took special trips to the University Farm where they ran tractors and worked with livestock. The school principals who were interviewed were very favorable. This training program was considered by them to have a high educational value. Each boy who completed the training satisfactorily received a certificate of achievement signed by the Governor of Minnesota.

The boys considered the training course a big help for a successful summer's experience. During the interviews the VFV boys were asked what advice they had for city boys going on the farm for the first time next year. Their free answer to this question in a large percentage of the cases was, "Take the training course."

2. Placement - The boys ranged in age from 14 to 17, with the majority of the boys 15 years old. When the neighborhood leaders contacted farmers to find out if they would need Minneapolis boys for farm

/1 The study for the Extension Service was made by G. F. Ekstrom of the Agri. Edu. Div. of the Univ. of Minn., who was employed temporarily by the Exten. Service; and Arthur V. Storm, representative for the State Board of Voc. Education, who assisted in the preparation of the record forms and in making the interviews.

work this summer, they explained that although the boys had some training as to what to expect on a farm, they were not experienced farm boys, that they would probably get homesick, and that they should be shown definitely and clearly the jobs they were to do.

In the selection of the farms on which to place boys, the county agent placed the boys on the farms which he would be willing to place his own son. Having been in the county for many years, he was able to make a good selection with the help of the neighborhood leaders.

When the boys arrived from Minneapolis at the county agent's office, each boy was taken to the farm on which he was placed. He was introduced to the farmer and the farmer's wife and taken to his room. Some time was spent in friendly conversation about the boy and his work. The county agent or VEV assistant then went into the house to see the boy's room. In the meantime the other VEV boys who were along remained in the car, so that the farmer did not have the opportunity to compare his boy with the other boys and perhaps get a feeling of dissatisfaction from the start.

Next year, it may be well to send a letter to the farm family explaining the kind of training the boy has received, what he can be expected to do and what the farmer and his wife should do to make this boy an effective farm helper during the summer.

3. Living conditions - In selecting the farms for the boys, attention was given to the kind of farm home. Hence, the houses were good farm homes, in most cases having electricity, a radio, telephone and reading materials. In practically all cases each boy had a room to himself. When the boys were asked how they liked the food, they commonly answered "swell".

The farmer's wife has a lot to do with whether the boy works out successfully. If he does the little things the homemaker likes to have done, he gets along well with her. They must be alert to the things she will expect of them. For example usually she doesn't want to "pick up" after him. Conversely if he does odd jobs for her now and then, as her own son, he is very likely to win a place for himself in her heart.

In this type of placement where the boys live together in the same household with the farm family for a summer, good human relationships are vital to success. Neither the boy nor the farm family should consider the arrangement only from a business angle even though the definiteness of a business arrangement is desirable. Most satisfactory results are obtained when the arrangement works out on a family basis. The boy is willing to do the things expected of family members and the family does the things they ordinarily do for other family members.

4. Working conditions - The boys usually worked 11 or 12 hours a day getting up about 6:30 in the morning. These hours are not longer

than one would expect for this type of placement. During the threshing season however, the boys worked later in the evening and did not begin so early in the morning. Some of the boys felt the hours were a little long for the money they received.

A dollar a day was the usual rate of pay, with the exception of Sundays when some boys were not paid, although they helped with the chores. In many cases when the farmer felt the boy was worth more, his wages were increased. During the threshing time when the boys did the work of extra helpers in the fields, they were paid by the hour at the same rate as the extra helpers. So much depended on how well the boy could adapt himself to the work and "pitch in", thereby giving the farmer the feeling that the boy was taking a proper place in the farm work. Equally as much depended upon, the farmer realizing that the boy was "green" and not expecting too much from him at first and being willing and patient to train him early in the season so that the farmer would have the advantage of a trained helper longer.

A few farmers felt they would like to have the boys earlier in the season so they would have them longer and get more value from the boys. These farmers said that the boys just began to be good helpers when it was time for them to leave. More careful earlier training by the farmer ought to help this situation.

The boys, as a rule, liked to handle horses and work with live-stock and drive tractors. They did not care for cleaning hen houses and hauling manure. The farmer should consider these likes and dislikes when the boys are given their first jobs. The boys, on the other hand, should not expect all the nice jobs to do, but must expect to do their share of the distasteful jobs and that they may have more of the chores to do if they can't handle the other work.

5. Supervision - One of the strong points in the VFV program in Yellow Medicine County was the follow up. The VFV assistant helped the county agent supervise the farmer and boy relationships. They visited the farms several times during the first few weeks and helped to adjust conditions. This proved to be very valuable and helped markedly to reduce the turnover. Out of the 41 Minneapolis boys placed in the county only three returned before their jobs were ended.

It is well to have a definite understanding with the farmer and particularly with the boy, that neither should terminate the arrangement without consulting the VFV assistant or the county agent. Seemingly impossible situations can be straightened out by such conferences.

Besides the visits of the county agent and the VFV assistant, Mr. C. E. Bublitz, State VFV farm labor assistant and Mr. Arthur V. Storm, in charge of the training program in the Minneapolis schools, visited the boys and the farmers. They not only performed supervisory functions but obtained first-hand information on how

the results of the training program were working out and obtained suggestions for improvements for next year.

There were 19 VFW assistants in Minnesota in 1943. A conference of these men would be valuable to pool their experiences and to bring to light the best experiences of each. It would be particularly profitable, if these persons who are going to serve for the first time in 1944 could be present.

6. Recreation - On the whole there was little time for recreation. The boys went to town with the families, to the movies and church. Many had an opportunity to ride horses. A few boys felt they didn't have enough recreation.

The Clarkfield Civic and Commerce Club arranged for a picnic for the boys and the farmers, at which time the boys were given sweaters. This proved to be very much worthwhile. Next year the town of Canby in Yellow Medicine County is contemplating a similar picnic for the VFW boys and the farm families.

7. Insurance - None of the boys had VFW insurance. Fortunately there were no accidents. Next year, however, VFW insurance will be brought to their attention and they will be advised to take out insurance.
8. Parents - Sixteen of the boys' parents were interviewed. They were well satisfied with the experience the boys had had during the summer. It was evident that the parents were well informed about the program and were highly in favor of it.

Statistical Tables

Table 1. - Farmers' Attitude Toward the VFW

Farmers' Attitude	Percentage* of Farmers
Liked the VFW.....	100
Thought they did good work.....	96
Wanted same youth again next year.....	91
V.F.V. better than usual hired help.....	4
Equal to usual hired help.....	9
Not as good as, but still good enough....	83
Much worse than usual hired help.....	4
Wanted some youth again next year.....	100

*Number of farmers interviewed was 23.

All of the farmers liked these Minneapolis trained boys. Nearly all of them thought the boys did good work and want the same boys back again next year. These boys have now had a summer of farm experience and will be more valuable to the farmers next year.

In a few cases (13 percent) the farmer thought his boy was equal to or better than the usual hired help. The large majority felt the boys were not as good as the usual hired help but still good enough to be satisfied with them. The farmers' approval of the boys' work in general was expressed by the fact that all of them want some boys again next year.

Besides the above 23 farmers who had boys having the training course in the Minneapolis schools, 4 farmers were visited who had boys having no training. One of these boys was a complete loss in the farmer's opinion. It was the general sentiment of the farmers and the supervisors that the farmers preferred the boys with some orientation training and that it would help if the boys were acquainted with a few common farm jobs at the beginning.

Table 2. - VFVs' Attitude Toward Summer's Work

VFVs' Attitude	Percentage* of V.F.V.
VFV satisfied with -	
Living conditions.....	97
Hours of work.....	92
Wages.....	70
Other working conditions.....	89
Recreation.....	86
Instruction by farmer.....	92
VFV wanting to do farm work again	
next summer.....	84
Reasons for doing farm work this summer:-	
War service.....	41
Earn money.....	32
Physical benefits.....	57
Farm work experience.....	89

*Number of VFV interviewed was 37.

The VFV, in general, were satisfied with their summer's work including the living conditions in the homes, the hours of work, wages, other working conditions, recreation, and instruction by the farmer. There were a few exceptions to this generalization as indicated by the above percentages. Nearly a third were not satisfied with the wages largely because they expected more in view of the hours of work.

Eighty-four percent of the boys wanted to do farm work again next year. A few were undecided and a few expected to go into industry.

About two out of five considered their work on the farm in helping produce food as a contribution to the war effort. About one-third said they worked on the farm to learn some money, with which they bought war bonds, school clothes and other things they had been wanting. Over one-half said the health value of life in the country was one of the reasons they did farm work. About nine out of ten said they went on the farm for the farm work-experience. Some of these wanted to learn what farming was like and others said they had always wanted to live on a farm. The VEV program offered many of the boys an opportunity to do things they thought they would like to do.

Table 3. - Work and Wages of VEV

	Average* for VEV
Hours worked per day.....	11.5
Highest wages received per month.....	\$38.72
Number of days of farm work.....	67.4

*Number of VEV interviewed was 37

The boys worked the usual number of hours per day for VEV who live on farms for the summer. It is a little long for them at first but they eventually adjust to these conditions satisfactorily.

The average highest wages per month was \$38.72 which indicated that some received more than the minimum paid. Many worked as threshing hands and at that time received the regular wages as threshers. Over a third of them received a raise in pay during the summer.

Table 4. - Characteristics of Farm Homes

	Percentage* of Farm Work
Farm home having -	
Electricity.....	73
Telephone.....	73
Radio.....	97
Newspaper.....	81
Car.....	97
Farms having other hired help.....	46
Farm families having children under 21 at home or other hired boy.....	73

*Number of farm homes was 37

The above data show that about three-fourths or more of the farm homes selected for the VFV boys, had electricity, radio, telephone, newspaper and a car. Nearly one-half of the farms had other hired help. This did not include, however, the neighbors who helped each other.

About three-fourths of the farm families had children under 21 years old living at home. Practically all of these children were under 14 and the large majority were under 8 years old indicating that boy-help was not available in the farmer's family and that the VFV boys did not have young folks of their own age in the family.

Table 5. - Characteristics of the Farmers

	Percentage* of Farmers
Age of farmer -	
45 years of age and over...	43
Schooling -	
Completed eighth grade....	100
Participated**	
In extension work.....	100
As a leader.....	39

*Number of farmers interviewed was 23

**Participated means belonged to an Extension Club, attended Extension meetings, asked the agent to come out, called at the agent's office, asked the agent for information or bulletins or in any way made an effort to use the Extension Service before this year's farm labor program. It applies to any member of the family, including the farmer in agricultural work, his wife in home economics extension and the children in 4-H Club work, "As leader" means any member of the family doing voluntary leadership in home demonstration work, agricultural extension or 4-H Club work.

Most of the farmers interviewed were young. The majority were under 45 years old. All of them had completed the eighth grade in school. A few had gone to college. All of them had participated in Extension work previous to the farm labor program. Over a third had participated as leaders in Extension work. These data are another indication of selective process in choosing the type of home environment of the VFV boys.

Table 6. - Characteristics of the VFV

	Percentage* of VFV
Age of VFV	
16 and above.....	27
14 and 15.....	73
Grade completed in school -	
12 or above.....	3
10 or 11.....	48
9.....	30
7 or 8.....	19

*Number of VFV interviewed was 37

All of the VEV were 14 years of age or older. Nearly three-fourths were under 16 years old. The 16 year old city boys are available for better paying jobs in industry.

It is interesting to note that about one-half of the VEV were in or had just completed junior high school last spring.

Table 7. - Educational Experience for the VEV

	Percentage* of VEV
VEV who thought they had -	
Learned to adjust to	
new situations.....	95
Obtained a better understanding of farm life...	100
Learned new farm skills...	97

*Number of VEV interviewed was 37

The purpose of the VEV program is to help produce food and get the farm work done. It should also be an educational experience for the city boys who participate. The "live on the farm" type of placement in particular has these possibilities because the VEVs spend 24 hours a day with the farm families for the summer.

Nearly all the city boys interviewed thought that their summer's work was a valuable experience because it helped them to learn to adjust to new conditions and because they obtained a better understanding of farm life.

Practically all of them learned new farm skills. The next table shows the wide variety of general farm jobs performed and the percentage of VEVs doing each job. Many of the VEV helped around the house.

The table also shows the percentage of VEVs doing the job for the first time, becoming more skillful in the work, or learning something new about it and indicates the educational value of the work.

The actual experience of living on a farm for the summer will probably live in their memory for a long time.

Table 8. - Educational Experience - Farm Skills

Farm Skills *		Percentage* of VFV	
		Jobs done	Jobs learned**
Vegetables-			this season
	Cultivate.....	35	16
	Fertilize.....	5	3
	Grade.....	3	3
	Harvest.....	19	8
	Plant.....	3	0
	Plow.....	3	0
	Sow seed.....	3	3
	Spray.....	8	8
	Stake tomatoes.....	3	3
	Transplant.....	3	3
	Wash.....	3	3
	Weed.....	49	5
	Hoe.....	8	0
Small fruit -			
	Hoe.....	3	0
	Pick.....	5	3
Strawberries -			
	Pick.....	35	16
	Cultivate.....	3	0
Orchard-			
	Pick.....	11	3
Hay.-			
	Load.....	81	49
	Mow away.....	89	57
	Pitch on.....	59	30
	Mow, machine.....	68	59
	Pitch off.....	46	32
	Rake, horse.....	59	49
	Run tedder.....	14	8
	Unload, sling.....	11	3
	Unload, fork.....	65	49
	Hay rope.....	8	5

*Number of VFV interviewed was 37

**Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

Table 8. - continued

Farm Skills		Percentage* of VEV	
		Jobs done	Jobs learned** this season
Hay -			
	Drive horses on loader:	3	0
	Drive tractor loader...	3	3
	Side delivery rake.....	5	3
	Put slings on.....	3	3
	Stack.....	3	3
Small grains and corn-			
	Cultivate corn.....	51	41
	Silo filling.....	11	11
	Harrow.....	14	14
	Harvest.....	62	41
	Truck grain.....	3	0
	Plow.....	30	22
	Thresh.....	59	46
	Flax harvest.....	24	14
	Pull mustard.....	3	0
	Shock.....	8	8
	Haul bundles.....	3	3
	Tend blower.....	3	3
	Unload grain to eleva-		
	tor.....	3	0
	Run binder.....	3	3
	Pitch bundles.....	3	0
	Cut and load grain.....	3	3
	Haul grain.....	3	3
Potatoes -			
	Cultivate.....	43	38
	Cut seed.....	5	5
	Pick up.....	19	8
	Plant.....	14	14
	Rogue.....	3	3
	Spray.....	24	19
	Hoe.....	5	0
	Dig.....	16	11
	Weed.....	5	5
Dairy -			
	Bring in cows.....	92	22
	Clean barn.....	97	32
	Clean utensils.....	65	46
	Feed calves.....	76	32
	Feed cows.....	81	43

Table 8. - continued

Farm skills	Percentage* of VFW	
	Jobs done	Jobs learned** this season
Dairy continued -		
Load and spread manure..	84	38
Milk, hand.....	81	32
Milk, machine.....	59	49
Run separator.....	46	35
Spray cattle.....	3	3
Water bull.....	3	0
Take milk to creamery..	3	0
Poultry -		
Candle eggs.....	3	0
Clean hen house.....	84	54
Feed.....	81	30
Grade eggs.....	5	5
Kill and dress.....	38	22
Treat for parasites.....	16	8
Gather eggs.....	8	0
Give cholera tablets...	3	3
Water.....	3	3
Catch roosters.....	3	3
Packed eggs.....	3	0
Beef cattle, sheep, swine and other animals -		
Feed.....	76	51
Castrate (sheep, swine)..	22	19
Catch pigs.....	3	0
Clean houses.....	3	3
Ring pigs.....	3	3
Vaccinate.....	8	5
Water hogs.....	3	3
Horses -		
Clean stables.....	92	30
Drive horses.....	95	43
Feed and water.....	100	35
Harness and unharness..	78	35
Care of studs.....	3	3
Groom and oil.....	8	3
Help shoe.....	3	3
Hitch.....	3	3
Farm mechanics -		
Mix cement.....	16	8
Operate tractor.....	62	38
Sharpen tools.....	51	27
Rope work.....	16	5

Table 8. - continued

Farm skills	Percentage* of VFW	
	Jobs done	Jobs learned* this season
Other farm jobs -		
Carpentry.....	51	14
Ditching.....	19	14
Fence building and re- pair.....	92	65
Painting.....	35	5
Repair machinery.....	43	27
Service machinery.....	73	49
Use sickle.....	3	0
Household work -		
Bring in wood.....	49	0
Cut wood.....	3	0
Care of children.....	19	0
Clean house.....	8	0
Dish washing.....	30	3
Food preservation.....	8	0
Laundry work.....	8	0
Making beds.....	30	0
Meal preparation.....	16	0
Mow lawn.....	3	0
Miscellaneous chores...	27	0
Setting table.....	11	0
Clean cellar.....	3	3

The following persons cooperated in making the study possible:

Mr. Paul E. Miller, Director of the Extension Service, State of Minn.
 Mr. Dean M. Schweickhard, Commissioner of Education, State of Minn.
 Mr. Harry Schmidt, State Director, Food Production War Training,
 State of Minn.
 Mr. Harry Peterson, Supervisor of Vocational Agric., State of Minn.
 Dr. A.M. Field, Professor of Agric. Education, University of Minn.
 Mr. A. M. Banks, Asst. Superintendent of Schools, Minneapolis
 Mr. W.P. von Leverin, Principal, Roosevelt High School, Minneapolis
 Mr. C. E. Reichard, Principal, Jefferson Junior High, Minneapolis
 Mr. C. E. Bublitz, Asst. State Farm Labor Supervisor, VFW
 Mr. Arthur V. Storm Jr., Food Production War Training
 Dr. G. F. Ekstrom, Asst. Professor of Agricultural Education, Univ-
 ersity of Minnesota.
 Mr. Carl Albrecht, Food Production War Training, State of Minn.
 Mr. George Gehant, County Agricultural Agent
 Mr. Morris P. Wohler, Asst. County Farm Labor Supervisor, VFW and
 principal of Clarkfield High School
 Mr. Samuel O. Severson, Principal, South High School Minneapolis.

2. Evaluation Study of the VFW Program
Chittenden County, Vermont
August 16-18, 1943

The Chittenden County Victory Farm Volunteers program is in general, excellent. It has many strong features. The following observations are intended to bring out its strong points and to indicate further improvements.

- I. County farm labor situation - The armed forces and the war industries have drained the usual labor from the farms in Chittenden County. Many older boys under 18 years old are also working in the mills. A new aircraft plant is coming to Burlington in September which will further draw off possible sources of labor. There is a scarcity of farm labor in the county but the situation is no different than in many other counties in the country where the same forces are also causing the shortage of farm labor.

To deal with the problem, a county farm labor committee has been appointed which is used in case of necessity. A county farm labor supervisor and an assistant farm labor supervisor in charge of the VFW program are doing a very fine job.

II. Results of the VFW program

1. Work contribution - Fifty-five boys and five girls placed individually on farms worked approximately 4500 days. Fifty boys working by the day and living at their own home did about 3,000 youth days of work.
2. Farmer's attitude - The farmers liked the youth, thought they did good work and want them again next year. The farmers felt they were not as good as usual hired men, because of their inexperience and lack of physical strength. They felt the youth supplemented usual hired men and didn't know how they could have gotten along without the youth. There were, of course, a few favorable and unfavorable exceptions to this general summary of the farmers' attitude.
3. Youths' attitude - The VFWs were satisfied with their farm work experience and want to work on the farm again next year. They felt they had learned something during the summer and had some practical experience in farming. The living and working conditions in general were satisfactory to them. (These will be commented on later in this report).
4. Educational experience for the youth - They learned many farm jobs that were new to them and increased their skill in others. They felt they had valuable experience in adjusting themselves to new situations and have a better understanding of the farmers' life.

5. In the opinion of the county extension farm labor supervisors, no more food than usual has been left unharvested to date because of the lack of workers, but farmers could still use more help to ease their work load. Local mobilization plans are now under way for the apple harvest which will be a big problem.

III. Factors contributing to results

1. Recruitment - All of the recruits interviewed were out of the State residents. There were, however, a small number of nonfarm youth recruited within the State. This number should be greatly increased during the coming year.

A more active interest and participation of the public schools of Vermont is highly desirable. A person should be assigned the responsibility of making contacts with school officials and school administrators during the fall of 1943 to develop programs for recruiting, training and selecting boys and girls from Vermont high schools to work on Vermont farms during 1944.
2. Selection of youth - One of the most troublesome problems is the large gap which exists between school system of large cities and farm families located some distance away. Although the selection of the VFV weeded out many who would not have succeeded on the farm there needs to be a closer tie between selection and placement. The person who does the selection needs to have in mind the kinds of farms and farm families with whom the youth will live. This applies particularly to the large city recruitment. The selection person, knowing both the youth and the Vermont farm families can recommend the youth for certain types of families and can select youth who will probably succeed on those types of farms. A VFV representative should be on the job early in Boston, New York and Philadelphia to coordinate recruiting, do the selecting and encourage training. He can serve each of the New England States where there is a need.
3. Training
 - a. Vermont has an excellent program of vocational education in agriculture. This program could be much better utilized in connection with the farm labor program than has been true in the past. The effectiveness of the VFV training program can be increased by making arrangements so that teachers of vocational agriculture will be responsible for training nonfarm youth in the Vermont high schools within their reach during the school year.
 - b. These programs should consist of two parts;
 - (1) Orientation
 - (2) Skill training.

The following suggestions are made to give an idea of what is meant by orientation:

- a. Prospective workers can be given an opportunity to discuss wartime food production with persons qualified to discuss this problem, including farmers.
- b. Movies of farm life can be used. The Extension Service has made available some appropriate movies for this purpose.
- c. Prospective workers can make a census study of the area in which they are to work. Obtain from the U.S. Bureau of the Census photostated tables giving information by minor civil divisions.
- d. Farmers of the community can be brought in to meet prospective workers and discuss labor problems with them. Farmers should tell prospective workers what jobs they will expect them to do on their farms. Select farmers who used high school students for labor last season.
- e. Demonstrate farm safety precautions and have a general discussion of farm safety. There are valuable films and movies on this subject.
- f. Invite outstanding workers who worked on farms last year to discuss their experiences.
- g. Discuss health precautions on the farm.
- h. Have a meeting with parents to explain plans for summer work. It would be well to have farmers attend this meeting.
- i. Learn common farm terms.
- j. Have week end trips to farms giving prospective workers as much experience as possible.
- k. Take trips to agricultural experiment stations, colleges of agriculture, farm implement warehouses, dairies, outstanding farms, packing houses, etc.
- l. Have farm women discuss with prospective workers adjustments which they need to make as members of a farm family.
- m. Show the youth that they need to be alert when the farmer explains the work to be done and that the jobs are not always as simple as they look. Teach them to look for key points in the job. Give them some experience in a job or two for demonstration purposes. Training in looking for key points in any kind of work is a good general educational experience.

- c. The skill training can be based on the jobs the workers did this year. A list of these jobs was obtained by the interviews and will serve as a basis for a skill training program in Chittenden County in 1944.
 - d. Course similar to the above can likewise be established in other high schools of Vermont.
 - e. The day-haul program has not been emphasized in Vermont although there has been some development of this program in connection with maple sugar and apples. Some day-haul groups are recruited from junior high schools. Greater attention needs to be given training programs at this level.
 - f. Very few of the VFV from out of State had had any previous training of any kind of farm work. Although many recruits succeed in spite of their lack of training, such training would increase their effectiveness in many cases. The season is short in Vermont. By the time the boys and girls are broken in and can do some of the jobs well, it is nearly time for them to leave. The farmers wish the VFV could come earlier and stay later. A training program before coming on the job will do much toward more efficient work and greater satisfaction of the farmers.
4. Training on the job - Each VFV interviewed was asked about the job training he received from his employer. A few farm operators do an excellent job of teaching, but the majority of farmers do a rather inferior job of skill training. During the coming winter and early spring meetings of farmers can be planned to give them job instruction training. Such training will enable the farmers to teach their recruits more quickly and thereby have more skilled workers for a longer period of the season.
 5. Farmer acceptance - The few cases of farmers' dissatisfaction with youth was probably due to the pressure of work caused by the rainy weather in Vermont for the past month. Under these conditions meticulous farmers are apt to push the boys harder than they would ordinarily and forget the age, strength and inexperience of the boys. Even so, most of the farmers realized the physical strength and inexperience of the youth and accepted them as a supplemental substitute for usual hired men.
 6. Living conditions - In general the living conditions were satisfactory. Most of the youth had no complaint about their room, food or washing and bathing facilities. The farm homes were above average in modern conveniences, having electricity, telephones and radios. They take a daily newspaper and more than usual number of magazines.

In most cases, there were splendid relationships with the family. In one case where the boy left the farm the farmer's wife was hard to get along with but the boy was on friendly terms with the rest of the family.

7. Working conditions - The youth worked long hours, 11 or 12 a day. On some days the work was hard, - on others easier depending largely upon the weather and crop conditions. They began at \$25.00 a month and a few were given increases. In addition they received their room and board. A good farm hand gets about \$70.00 a month with room and board.

They have adequate time for meals and for a rest period. Sundays between chores was their own time. In general the boys were not given too difficult or distasteful work at the beginning.

8. Supervision - This was the best aspect of the program. The faces of youth lighted up when they saw the VFV supervisor on our visits. She visited them within a week after placement and 2 or 3 times since and planned to visit once more. Both the farmer and VFV liked to have the supervisor come.

The supervisor in this county as well as those in other counties has had valuable experience this summer. Their experience should be drawn upon as much as possible during the coming year.

9. Transportation - Transportation was satisfactory except to a few boys who heard the transportation of the Philadelphia youth was paid. They thought theirs should be paid too. There may be more reverberations on this situation later and may have to be explained to prospective VFV next year.

10. Recreation - Although the boys and girls felt they had plenty of recreational activities for their spare time, it seemed that they would like to get together with each other more. Gas rationing limited these recreational activities.

The attitude of the farmers toward recreation was generally good. Recruits should be educated to the idea that bad weather should be utilized for recreation rather than favorable working weather.

11. Insurance - The farmer took out the insurance set up for the program. This was not the VFV insurance which had come after Vermont had arranged for an insurance policy as a result of the work last year. No serious accidents were encountered. One boy strangely enough ran a pitch fork into his back by falling off a hay wagon.

12. Turnover - Of the 60 youth who had been placed on the farms this summer, the farmers of 49 youth were interviewed. All the VFF were interviewed in the towns of Burlington, South Burlington, Shelburne, Charlotte, Hinesburg, Richmond, Williston, Jericho, Underhill, and Westford with the exception of three in Westford and one in Hinesburg. To visit these four farms would have made much extra driving late in the day.

Of the 49 youth whose farmers we visited, 37 were still on the original farm, 7 had been transferred to another farm and 5 had gone home because they were not satisfactory or because they were discouraged.

The good supervision in the county accounts for the low degree of turnover and failure. Some of this, however, could have been avoided by better selection and orientation training.

Table 1. - Farmers' Attitude Toward the VFF

Farmers' Attitude	Percentage* of VFF
Liked the V.F.V.....	92
Thought they did good work.....	75
Wanted same youth again next year.....	71
VFF better than usual hired help.....	2
Equal to usual hired help.....	10
Not as good as, but still good enough....	67
Much worse than usual hired help.....	21
Wanted some youth again next year.....	90

*Number of VFF whose farmers were interviewed was 52. Number of farmers interviewed was 39. Some farmers had more than one VFF during the summer.

In general the farmers and their families liked the VFFs. About three-fourths of the farmers thought they did good work and wanted the same VFFs again next year. Although some farmers felt the youth were equal to or better than the usual hired help, most of them realized the VFFs were young and inexperienced and couldn't do a man's work. Nine out of ten farmers want young folks again next year if the farm labor situation is still serious as they think it will be. They would like to have the same VFFs in order to have the advantage of boys and girls with at least a summer's work on the farm.

Table 2. - VFV's Attitude Toward Summer's Work

VFV's Attitude	Percentage* of VFV
VFV satisfied with:	
Summer's experience.....	98
Living conditions.....	100
Working conditions.....	100
Recreation.....	95
Transportation.....	98
Supervision.....	100
Instruction by farmer..	98
VFV wanting to do farm work again next summer.....	95

*Number of VFV interviewed was 41

The VFVs were well satisfied with their experience on the farm, which was entirely new to most of them. It is a big change from living in a large city to living on a farm away from their families and friends. But in the end they were satisfied with the living conditions, working conditions, recreation, transportation, supervision and instruction by the farmer and wanted to go again next year. There were some exceptions, of course, some were very well satisfied with all conditions while some were not satisfied with one or two conditions and a very few were so dissatisfied with the conditions that they left before their work ended. Good placement and supervision kept the latter to a minimum.

Table 3. - Work and Wages of VFV

	Average* for the VFVs
Hours worked per day.....	10.9
Highest wage received per month.....	\$29.44
Number of days of farm work.....	69.2

*Number of VFV interviewed was 41

The hours of work were long at first for those boys and girls who were not used to them. On the average they worked about 11 hours a day. Some days were longer and some days shorter depending on the weather and work to be done. The VFV averaged 69.2 days, over two months, which was high.

The average of the highest wages received per month was \$29.44 indicating that VFVs received more than the beginning wage of \$25.00 per month and room and board. The wages of about one-third of the VFV were raised during the summer because the farmers felt they were worth more than the beginning wage.

Table 4. -- Characteristics of the Farm Homes

	Percentage* of Farm Homes
Farm homes having-	
Electricity.....	85
Radio.....	88
Telephone.....	76
Newspaper.....	100
Car.....	100
Farms having other hired help.....	55
Farm families having children under 21 at home or other VFVs.....	76

*Number of farmers interviewed was 33.

Much care was given to selecting farm homes having desirable living conditions and being good places for the VFV to live happily. Although modern conveniences do not necessarily indicate the quality of human relationships in the homes they express the physical condition in the homes. Most of the farm homes in which the VFV were placed, had electricity, radio, telephone, newspapers and a car as shown in the above table.

Over half of the farms were large enough to have other hired help.

In about three-fourths of the homes there were young folks of about the same age or younger for companionship with the VFV.

Table 5. -- Characteristics of the Farmers

	Percentage* of Farmers
Age of farmer -	
45 years of age and over	74
Schooling -	
Completed eighth grade	72
Participated**	
In Extension work.....	87
As a leader.....	38

*Number of farmers interviewed was 39

**Participated means belonged to an Extension Club, attended Extension meetings, asked the agent to come out, called at the agent's office, asked the agent for information or bulletins, or in any way made an effort to use the Extension Service before this year's farm labor program. It applies to any member of the family, including the farmer in agricultural work, his wife in home economics extension and the children in 4-H Club work. "As a leader" means any member of the family doing voluntary leadership in home demonstration work, agricultural extension, or 4-H Club work.

It was interesting to note that Extension's farm labor program reached farm families who had not heretofore been reached by other Extension work. Thirteen percent of the farm families having VFV had not participated in Extension previously.

Table 6. - Characteristics of the VFV

	Percentage* of VFV
Age of VFV	
16 and above.....	63
14 and 15.....	37
Grade completed in school -	
12 or above.....	7
10 or 11.....	78
9.....	12
7 or 8.....	3

*Number of VFV interviewed was 41

All of the VFV were 14 years of age or older. Nearly two-thirds were 16 or older.

Most of them were in high school or had completed high school.

Table 7. - Educational Experience for VFV

	Percentage of VFV
VFV who thought they had -	
Learned to adjust to new situa- tions.....	98
Obtained a better understanding of: farmer's life.....	90
Learned new farm skills.....	100

*Number of VFV interviewed was 41

Getting the food produced and the farm work done is the purpose of the VFV program. Making the program an educational experience to the boys and girls who participated is important. The "live-in" program can be made particularly so because of the VFVs live in the farm homes for the summer and get acquainted with the way life is lived on a farm and the way things are done.

As the above table indicates nearly all of the VFV interviewed thought that the summer's work was a valuable experience because they learned to adjust and adapt themselves to new conditions and obtained a better understanding of farm life. The long hours and hard work impressed them.

All of them learned new farm skills. The next table shows the wide variety of farm jobs performed and the percentage of VFVs doing each job. Since the farms were dairy farms, most of the jobs were those connected with dairying but also included general farm jobs. Many helped around the house which was all to the good. The farmer's wife has a lot to do with whether the boy works out successfully. If he does the little things the homemaker likes to have done, he gets along with her. The VFV must be alert to the things she will expect of him.

In this type of placement where the boy lives together in the same household with the farm family for a summer, good human relationships are vital to success. Neither the boy nor the farm family should consider the arrangement only from a business angle even though the definiteness of a business arrangement is desirable. Most satisfactory results are obtained when the arrangement works out on a family basis. The VFV is willing to do the things expected of family members and the family does the things they ordinarily do for other family members.

The table also shows the percentage of VFVs doing the job for the first time, becoming more skillful in the work, or learning something new about it and indicates the educational value of the work.

The actual experience of living on a farm for the summer will probably live in their memory for a long time.

Table 8. - Educational Experience - Farm Skills

Farm skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Vegetables -		
Cultivate.....	40	20
Fertilize.....	25	18
Harrow.....	8	8
Harvest.....	20	8
Plow.....	8	8
Sow seed.....	10	5

Table 8. - continued

Farm Skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Vegetables continued -		
Spray.....	8	3
Stake.....	10	8
Store.....	3	0
Transplant.....	10	3
Wash.....	3	3
Weed.....	75	45
Garden care.....	10	10
Horse hoe.....	15	10
Small fruit -		
Pick.....	18	13
Weed.....	3	3
Strawberries -		
Weed.....	8	8
Orchard -		
Pack.....	3	3
Pick.....	3	3
Thin.....	3	3
Hay -		
Load.....	63	55
Mow, hand.....	15	8
Pitch on.....	90	80
Mow, machine.....	18	13
Rake, horse.....	50	45
Run tedder.....	8	5
Run fork.....	3	5
Drive hay truck away.....	5	5
Mow away in barn.....	40	35
Tumble hay.....	15	15
Small grains, corn-		
Cultivate corn.....	30	28
Silo filling.....	5	5
Harrow.....	3	3
Harvest.....	8	8
Plant.....	8	8
Plow.....	3	3
Hoe corn.....	8	8
Potatoes -		
Cultivate.....	28	18
Cut seed.....	5	3
Pick up.....	5	5
Plant.....	10	10
Spray.....	18	15

Table 8. - continued

Farm skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Potatoes continued -		
Weed.....	10	8
Dig.....	8	8
Plow.....	5	5
Hoe.....	8	5
Dairy.....		
Bring in cows.....	95	68
Clean barn.....	85	65
Clean utensils.....	68	55
Feed calves.....	78	63
Feed cows.....	68	58
Load and spread manure.....	68	53
Milk, hand.....	80	63
Milk, machine.....	60	55
Run separator.....	8	8
Wash cows.....	8	8
Load milk.....	3	3
Poultry -		
Clean hen house.....	38	33
Feed.....	50	40
Grade eggs.....	5	5
Kill and dress.....	13	13
Cull.....	3	3
Collect eggs.....	10	8
Transfer pullets.....	3	3
Beef cattle, sheep swine -		
Feed.....	15	15
Salt.....	5	5
Clean pens.....	3	3
Horses -		
Handle team.....	38	28
Feed.....	23	13
Clean.....	20	13
Harness.....	28	20
Farm mechanics - farm		
Adjustments in/machinery..	23	23
Mix cement.....	3	3
Operate tractor.....	18	15
Sharpen tools.....	23	18
Rope work.....	3	3
Skid logs.....	3	3
Electric fence.....	8	8

Table 8. - continued

Farm skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Assisted in -		
Carpentry jobs.....	38	28
Ditching.....	13	13
Fence building.....	40	33
Repair of machinery.....	23	20
Paint.....	3	3
Wooded for sugar.....	3	3
Repair roof.....	3	3
Household duties -		
Care of children.....	5	5
Cleaning house.....	20	5
Dish washing.....	23	15
Food preservation.....	10	8
Household chores.....	23	0
Laundry duties.....	5	3
Making beds.....	13	3
Meal preparation.....	10	3
Setting table.....	10	3
Painting.....	5	0
Chop wood.....	18	13
Mow lawn.....	3	3
Carry wood.....	18	15

*Number of VFV interviewed was 40

**Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

The following persons cooperated in making the study possible:

J. E. Carrigan, Dean and Director
R.P. Davison, State Farm Labor Supervisor
Mrs. Martha Buttrick, Asst. State Farm Labor Supervisor, VFV
K. E. Boyden, County Agricultural Agent
Ramon Lawrence, County Farm Labor Supervisor
Esther Isham, Assistant County Farm Labor Supervisor, VFV

3. Evaluation Study of the VEV Program
Big Stone County, Minnesota
September 30, 1943

The Background of the Project

The program in Big Stone County began early in 1942. Mr. R. H. Hoberg, vocational agriculture teacher at Ortenville, proposed for the approval of Mr. Leslie W. Brown, Superintendent of Schools at Ortenville, a plan for training and placing town boys on farms. The 1943 program in Big Stone County is based on a similar successful program in 1942. The Extension Service has cooperated from the beginning.

The farm youth of Big Stone County have been drawn upon freely by the armed forces and by industry during the past few years. The fact that war industries are not near Big Stone County did not prevent youth from going into industry to any marked degree. A little transient labor has come from Kansas and Nebraska and some Mexican labor for corn picking. On many farms visited (10 out of 19), the town boys were the only farm laborers found in addition to the operators.

General farming is the rule in Big Stone County. Most important kinds of livestock are beef and dairy cattle, hogs, sheep and poultry. Most important crops are corn, oats, wheat, barley and flax. The farms range from 160 to 700 acres.

The county farm labor committee is quite large. The county extension service, the U.S. Employment Service, the American Legion, the Agricultural Adjustment Administration, the Farm Security Administration, the Farmers Union, the public schools, business men and farmers were represented.

State extension and education offices have been active and helpful.

The survey of need was made by Mr. Hoberg. He attended farmers meetings and talked with individual farmers. His conclusion was that he could place about 50 boys on farms.

A general school meeting was held. Mr. Hoberg talked with teachers. Also F.F.A. boys helped in recruiting.

The training began January 1. Twenty-five meetings were held; usually a farmer came in to talk with the boys. Placements were made early; many of the boys worked out on farms over week ends. About half the boys rode the school bus, going out to do night and morning chores and returning to school each day. Some of the boys were placed with relatives.

Forty-eight boys were placed; only one of these failed to make good. Each employment situation was visited about 3 times during the summer.

Observations on the Big Stone County Program

Training

The training was managed by the vocational teacher at Ortonville High school. Several features stand out. First, the course started January 1, very early; second, local farmers came before the class, they talked about their special interests and explained the kinds of work a town boy would be expected to do on their farms, the boys obtained part of their training by going out to farms over the week ends, the good attendance at these meetings was maintained through the course. One feature which was not indicated in the course outline was a presentation by farm women of farm family life and how a town boy should adjust himself to farm family life.

The training provisions of this program are strong. One suggestion is offered; during 1943 considerable orientation material has been developed, reading materials, slides, moving pictures, course outlines. An examination of these materials in connection with plans for 1944 will be helpful.

Farm Experience

The 19 boys who were interviewed, indicated the farm jobs they did during the 1943 season. These boys averaged 35 different farm jobs during the season, ranging from 6 to 47 different jobs. This means that this group had an unusually wide experience. It is of interest that 17 of the boys drove tractors and 13 handled teams of horses.

The jobs done by most workers are in the hay, small grain, corn potato, dairy, poultry and horse enterprises. Many did farm mechanics and miscellaneous jobs. Several jobs done only by highly experienced farm hands were done by these workers.

Household Work

The household work done by the VFW is significant because even the small amount reported is more than was found in other counties studied. We do not expect to find very much household work done by male farm workers. On the other hand, it is important that town and city boys living in a farm family make themselves cooperative and useful in the home. A Victory Farm Volunteer to the farmer is at least a partial solution to his farm labor problem. To the farm homemaker, he is ordinarily one more person to feed and make comfortable. We must expect the farm woman to consider him as a liability especially if, before the war, the hired man usually lived in a tenant house. We have not ordinarily considered the homemaker's angle. We have realized that the farmer should recognize what is involved in employing inexperienced farm labor. To insure successful placements on many farms we must also give consideration to the farm homemaker.

Chore boys

The practice of employing boys to do evening and morning chores during school terms is a feature not found in any other county program studied up to this time.

This phase of the plan cannot be extended beyond the patronage area of the school because the school bus is essential to its practical operation. It is most useful in communities having large numbers of dairy animals or other livestock. Further study should be made of the effect of the "choreboy" scheme on school work, extra curricular activities, adjustments in the farm home, relation to training program, attitude of parents and the like. It is strange that this scheme has not been tried in other communities. It is a real labor contribution on livestock farms.

Age of Workers

There is no general agreement on the minimum age of "live-in" workers. The median age of the 19 Ortonville boys is 15. One boy is 13 and 6 others are 14 years old. It appears that a well grown 14 year old makes a satisfactory "live-in". The fact that they are within easy reach of their homes at all times may be a factor in the success of younger workers.

Supervision and Placement

The teacher of agriculture at Ortonville was responsible for the training and also did much of the follow-up, visiting employer-worker situations. These visits were made in connection with his other visits in the regular line of duty. There is an advantage in having the person who is responsible for the training participate in the follow-up. Because of his knowledge of the trainees, the person who trains is in a position to participate in the placement as Mr. Hoberg did.

Relationships

The plan for training workers at Ortonville in 1942 was looked upon as an experiment. Mr. L. W. Brown, the superintendent of schools, was at first doubtful about its value but soon became convinced and he has given the training program his full support. Working closely with school authorities and gaining their support is a cornerstone in any youth farm labor program.

Another cornerstone is a good working relationship with the county extension service. Here, the relations with Mr. Quie and Mr. McDonald are excellent.

We did not talk with parents at Ortonville as we did in Minneapolis.* Possibly the Minneapolis parents were kept in closer touch with the

*A study of Minneapolis boys placed in Yellow Medicine County is referred to.

program than the Ortonville parents. Whether this is true or not, the relationships with parents are important and parents should be invited to at least one of the winter or spring meetings.

Living and Working Conditions:

The homes of the workers were near the farms where they worked. Some of the youth worked for relatives. Some youth were given week end tryouts before they were employed. These factors are inherent in a farm labor program where local non-farm youth are employed and they make for good placement. This placement is responsible in part for the high percentage of youth staying through the period for which they were employed.

In general, the workers were satisfied with their wages. The younger and smaller boys usually received \$25 to \$30 per month plus board. Older and larger boys received \$50. to \$60 per month and board. Some of these older boys had previous summer experience on farms and for that reason could command higher wages.

Table 1. - Farmers' Attitude Toward the VEVs.

Farmers' attitude	Percentage* of Farmers
Liked the VEVs.....	100
Thought they did good work.....	100
Wanted same youth again next year.....	100
VEV better than usual hired help.....	7
Equal to usual hired help.....	36
Not as good as, but still good enough.....	57
Much worse than usual hired help.....	0
Wanted some youth again next year.....	100

*Number of farmers interviewed was 14.

The farmers' attitude on the whole will rank high among the counties studied. All the 14 farmers interviewed wanted the same youth again next year. Three-sevenths of these farmers considered their young workers as equal to or better than the usual hired help.

Table 2 - VEVs' Attitude Toward Summer's Work

VEVs' Attitude	Percentage * of VEVs
VEV satisfied with -	
Living conditions.....	100
Hours of work.....	88
Wages.....	88
Other working conditions.....	94
Recreation.....	94
Instruction by farmer.....	100
VEVs wanting to do farm work again next summer.....	100
Reasons for doing farm work this summer:-	
War service.....	63
Earn money.....	81
Physical benefits.....	56
Farm work experience.....	94

*Number of VEVs interviewed was 16.

Table 3. - Work and Wages of VEVs

	Average* for VEVs
Hours worked per day.....	10.9
Highest wages received per month.....	\$42.81
Number of days of farm work.....	91.5

*Number of VEVs interviewed was 16.

All the young workers were satisfied with living conditions on farms. Hours of work were long, as is usual on general farms, the average work day being 10.9 hours. A few (12 percent) thought the hours too long.

The average wages per month were \$42.81 taking the highest monthly wage for each worker. Many of the youth started at \$1.00 per day plus board. Some thought the wages were a little low. The average number of days of farm work was 91.5. This is an unusually high average and indicates a fine contribution to war food production.

Table 4. - Characteristics of the Farm Homes

	Percentage* of Farm Homes
Farm homes having -	
Electricity.....	50
Telephone.....	56
Radio.....	94
Newspaper	81
Car.....	100
Farms having other hired help.	63
Farm families having children under 21 at home.....	50

*Number of farm homes was 16.

The homes in which the young workers lived were above average. All farmers had cars, most of them had radios and newspaper, and more than half had electricity and telephone.

Three-eighths (37 percent) of the farms had no other help except the VEVs. In half the homes there were children under 21.

Table 5. - Characteristics of Farmers

	Percentage* of Farmers
Age of farmer -	
45 years of age and over....	57
Schooling -	
Completed eighth grade.....	86
Participated**	
In Extension work.....	79
As a leader.....	29

*Number of farmers interviewed was 14.

***"Participated" means belonged to an extension club, attended extension meetings, asked the agent to come out, called at the agent's office, asked the agent for information or bulletins, or any way made an effort to use the extension service for this year's farm labor program. It applies to any member of the family including the farmer in agricultural work, his wife in home economics extension and the children in 4-H Club work. "As a leader" means any member of the family doing voluntary leadership in home demonstration work, agricultural extension or 4-H Club work.

More than half the farmers were 45 years of age and over. Most of them (86 percent) have completed the eighth grade or more. Four-fifths had participated in county extension work but less than one-third were in positions of leadership.

Table 6. - Characteristics of the VFVs

	Percentage* of VFVs
Age of VFVs -	
16 and above.....	36
14 - 15.....	62
Grade completed in school -	
10 - 11.....	44
9.....	12
7 - 8.....	44

*Number of VFVs interviewed was 16.

Five eighths of the young workers were either 14 or 15 years of age. Three-eighths were 16 and above. Fourteen and 15 year olds have been considered too young for "live-ins" but this certainly would not apply to Big Stone County.

The workers were widely distributed as to grade completed, ranging from the seventh through the eleventh grade.

Table 7. - Educational Experience for the VFVs

	Percentage* of VFVs
VFVs who thought they had -	
Learned to adjust to new situa- tions.....	94
Obtained a better understanding of farmer's life.....	100
Learned new farm skills.....	100

*Number of VFVs interviewed was 16.

All the workers interviewed thought they had benefited by learning new skills and gaining a better understanding of farm life.

Table 8. - Educational Experience - Farm Skills

Farm skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Vegetables -		
Cultivate.....	50	13
Harvest.....	19	6
Weed.....	75	0
Transplant.....	13	0
Shrubs.....	6	0
Plant.....	6	0
Hoe.....	6	0
Plow.....	6	0
Sow seed.....	19	0
Spray.....	13	0
Store.....	6	6
Small fruit -		
Hoe.....	6	0
Pick.....	6	0
Prune.....	6	6
Strawberries -		
Pick.....	19	0
Set plants.....	6	0
Place Straw.....	6	0
Pull runners.....	6	0
Orchard -		
Pick.....	19	0
Spray.....	6	0
Haul brush.....	6	0
Hoe.....	6	0
Hay -		
Load.....	63	25
Mow away.....	69	50
Mow, machine.....	56	38
Pitch on.....	63	25
Pitch off.....	44	19
Rake, horse.....	69	38
Run tedder.....	6	6
Unload fork.....	56	25
Slings.....	31	13
Operate hay rope.....	6	6
Run buck rake.....	6	6
Stack.....	6	6
Haul.....	6	0

Table 8. - Continued

Farm Skills	Percentage* of VFV	
	Jobs : done	Jobs learned** this season
Small grains and corn -		
Cultivate.....	75	56
Silo filling.....	25	0
Harrow.....	38	25
Harvest.....	81	25
Plow.....	69	44
Thresh.....	88	50
Haul grain.....	6	6
Plant.....	13	6
Shock spelt.....	6	0
Harvest flax.....	44	19
Potatoes -		
Cultivate.....	50	19
Cut seed.....	19	6
Pick up.....	13	0
Plant.....	44	6
Spray.....	19	0
Hoe.....	6	0
Dig.....	19	6
Dairy -		
Bed down.....	6	0
Bring in cows.....	75	19
Clean barn.....	94	19
Clean utensils.....	56	25
Feed cows.....	88	25
Feed calves.....	94	25
Load and spread manure.....	94	44
Milk, hand.....	88	25
Milk, machine.....	31	25
Run separator.....	81	44
Poultry -		
Clean hen house.....	63	19
Feed.....	63	13
Kill and dress.....	63	6
Treat for lice and mites.....	44	31
Gather eggs.....	19	0
Beef cattle, sheep, swine and other animals. -		
Feed.....	75	31
Castrate.....	6	0

Table 8. - continued

Farm Skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Beef cattle, sheep, swine and other animals -		
Tie wool.....	6	0
Catch sheep.....	6	0
Watch sheep.....	6	0
Vaccinate.....	6	0
Horses -		
Clean stable.....	81	19
Drive horses.....	81	25
Feed and water.....	81	13
Harness and unharness.....	75	44
Repair harness.....	6	6
Clean horses.....	6	0
Farm Mechanics -		
Mix cement.....	31	19
Operate tractor.....	100	44
Sharpen tools.....	38	6
Hope work.....	13	0
Other farm jobs -		
Carpentry.....	75	19
Ditching.....	19	0
Fence building and repairing.....	81	50
Painting.....	38	0
Repair machinery.....	69	19
Service machinery.....	88	31
Household work -		
Bring in wood.....	75	0
Care of children.....	25	0
Dish washing.....	44	0
Food preservation.....	6	0
Laundry duties.....	13	0
Make beds.....	25	0
Meal preparation.....	38	0
Miscellaneous chores.....	13	0
Set table.....	25	0

*Number of VFV interviewed was 16

**Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

The following persons cooperated in making the study possible:

- Mr. Paul E. Miller, Director of Agricultural Extension, State of Minnesota
- Mr. Dean M. Schweickhard, Commissioner of Education, State of Minnesota.
- Mr. Harry Schmidt, State Director, Food Production War Training, State of Minnesota.
- Mr. Harry J. Peterson, State Supervisor of Vocational Agriculture, State of Minnesota.
- Dr. A. M. Field, Professor, Agricultural Education, University of Minnesota
- Mr. Leslie W. Brown, Superintendent of Schools, Ortonville, Minnesota.
- Mr. C. E. Bublitz, State Director of VEV Placement, St. Paul, Minnesota.
- Mr. Arthur Storm, Jr., Food Production War Training, St. Paul, Minnesota.
- Mr. R. H. Hoberg, Vocational Agriculture Teacher, Ortonville, Minnesota.
- Mr. Clarence Quie, County Agent, Ortonville, Minnesota
- Mr. M. McDonald, Farm Labor Assistant, Ortonville, Minnesota.

Part II -- Day Haul Programs

Five studies of nonfarm youth who lived at home and went to the farms to work by the day. The study in Essex County, New Jersey includes a Live-in Program also.

4. Evaluation Study of the VFV Program Marion County, Oregon September 20-22, 1943

The use of the platoon system in Marion County, Oregon is an outstanding example of a well-managed and well-supervised Victory Farm Volunteer program for boys and girls who live at home and go to work on the farms by the day. A platoon is a group of 25 to 50 boys and girls with an adult in charge. The type of farm work is such that a grower can use a group of workers at a time. The platoon system in Oregon has suggestions valuable to day-haul programs.

I. County farm labor situation - Marion County is located in the fertile Willamette Valley. The major crops on which the Victory Farm Volunteers worked are strawberries, raspberries, logan berries, boysenberries, onions, beans, hops, prunes and nuts.

The usual farm labor is now in the armed forces and in the war industries. Much less migrant labor came into the Willamette Valley this year than previously. This resulted in a farm labor shortage and the need of boys and girls to do work fitted to their age and ability.

Although the different crops ripened successively, there was often a period between the ripening of one crop and the ripening of a succeeding crop causing a little problem in keeping the platoon groups together during this period of unemployment.

A county farm labor committee was set up as a sub-committee of the agricultural planning committee. The functions of this committee were to estimate the farm labor needs in the county, sponsor the platoon system for VFVs and set up farm labor standards, particularly in regard to youth employment. The committee was composed of farmers, parents, and schoolmen.

Two VFV assistant county farm labor supervisors Mr. W. E. Snyder and Mrs. Ruth Lear were employed for the summer months. They are teachers in the Salem public schools. Their enthusiasm and the quality of their work are highly commendable and contributed greatly to the success of the program.

II. Results of the VFW Program

1. Work contribution - It was estimated that about 8,000 boys and girls worked in the fields during the summer. About half were boys and half girls. They averaged about 10 days of work, making a total of 80,000 days helping to harvest the crops.

Of this number of youth workers nearly 500 worked in 14 platoons averaging about 35 in each platoon. One platoon harvested 35 tons of cherries and berries. One picked 9 tons of goose-berries in two days.

2. Grower's attitude - Growers using the platoons were more satisfied with the young workers than they were with the independents. The independents were boys and girls who did not work in platoons. They did not have the advantage of the platoon leader's supervision. Some growers felt the platoon workers were even better than the usual adult labor. As the season advanced some growers more fully realized the need to show the boys and girls how to do the job and what to watch out for in getting the work done right. The growers want the young folks again next year.
3. Youth's attitude - The young workers were satisfied with the working conditions and transportation. At first the discipline of the platoons was too strict for some but they grew to like it. Some working independently joined the platoons and liked it better.

They were satisfied with their summer's work and want to work again next year. They were satisfied with the amount of money earned and felt they had put it to good use.

4. Educational experience - The young workers learned new farm jobs or improved their skill in them. There were some outstanding cases of the development of good work habits. Many mentioned good work habits, (learned to work steady) as something important they got out of the summer's work. Some said they valued the new friendships made. Others said it was good for them; it kept them out of trouble in town. Many thought of their work as a contribution to the war service. Some said they learned "what farming is like." These results indicate the educational value of the work under good supervision.
5. In the opinion of the growers interviewed and others in the county no food was left unharvested because of the lack of farm help. Weather conditions, of course, as usual, enter the picture and were considered in their judgment.

6. Juvenile delinquency - It was learned that Mr. Fred Beck, juvenile officer for the city of Salem was very much in favor of the boys and girls working on farms. He pointed out that while their time was constructively occupied they had no time for delinquent acts. His records showed that when the boys and girls were not occupied, the juvenile complaints coming to his office were five or six a day, but during the summer when the boys and girls were doing VEV work, he got only one or two complaints a week.

The juvenile officer in Benton County had a similar experience. According to the juvenile officer of the city of Portland, his juvenile complaints dropped from 150 per month to 13 a month while the Portland platoons were working.

III. Factors contributing to results.

1. Recruitment and selection - The good cooperation of the schools in the county was an asset to the program. The county superintendent of schools sent questionnaires to all schools to register boys and girls for farm work during the summer. The registration lists were turned over to the VEV county assistant farm labor supervisors and the United States Employment Service which was cooperating on the farm labor program.

In years past it has been customary for boys and girls to work in the fields and orchards in the Willamette Valley. This year, however, the registration lists included more younger boys and girls, because the older ones were drawn into industry. Hence, most of the boys and girls who worked on the farms were under 14 years of age. This created a special problem which was handled very effectively by the platoon system.

The platoon leaders were school teachers who selected the workers from the registration lists and throughout the summer built up a good working platoon.

Many boys and girls were not in platoons. They preferred to work independently. The results were not as satisfactory as those obtained under careful supervision by the platoon leaders. Next year the orientation program in the schools will point out the advantages of working in platoons and encourage boys and girls to do so.

2. Training - Last spring a committee of teachers in Marion County, at the request of Mr. Frank Bennett, Superintendent of Salem Public Schools and Mrs. Agnes Booth, Marion County Superintendent of Schools and with the cooperation of the County Extension Service, U.S. Employment Service and the County Farm Labor Committee, prepared materials - orientation to farm work. This program (Food for Victory) was taught in the rural and city schools of the county as a part of the social studies or English course in grades 5 to 12. Each child had a copy of the materials.

Besides pointing out the need for farm help, the value to the worker, how to get a job and the type of farm work, it contained information on the principal crops harvested in the county.

A part of the training program might well include information about each crop the young workers harvested (similar to the Portland material), and how to do the picking. This would give the boys and girls more specific orientation in regard to the crops they would work on.

The forward-looking attitude in these schools is highly commendable. Their work is an example of bringing living today into the classroom today.

Training in skills was given the first day on the job by the grower or platoon leader. The VFV's were told what and how to do the work and then were shown. After which each VFV went to work with the platoon leader passing from one to the other giving necessary instructions.

3. Grower acceptance of youth - Growers who realized that the workers were boys and girls and that they were younger than usual had more success. These growers were better satisfied with the results. The County VFV assistants and the platoon leaders were influential in seeing that the standards set up by the County Farm Labor Committee were appreciated by the growers.

Boys and girls in platoons were placed on farms where the grower acceptance was good. Those boys and girls working independently, of course, got jobs on any farm they chose.

4. Supervision - As stated previously the boys and girls of Marion County had the choice of working in VFV organized platoons under the direction of platoon leaders or working independently. The results were more satisfactory in the former case, because of adherence to the standards set up for the employment of youth. These standards are as follows:

Rules for Employment of Organized Youth Groups

If a grower wishes to employ an organized youth group, he must comply with the following minimum requirements which have been adopted by the County Coordinating Committee:

1. Crop condition must be average compared with similar crops in the area.
2. Workers must be protected by adequate insurance while being transported as well as while working.

3. Transportation is the responsibility of the grower; however, the conveyance must be safe. School buses, cars, trucks and pickups with substantial side and end racks high enough to prevent falling over are approved types.
4. Platoons will be formed with 25 or more members, depending on the size of the conveyance, but no leader will be required to supervise more than 40.
5. Leaders must receive a minimum of six dollars (\$6.00) per day except when weather conditions make it necessary to work less than a full day, they shall receive not less than \$3.00 or \$1.00 per hour, for the time spent at the farm, whichever is greater. Special arrangements may be made between the grower and the leader in cases where a platoon is regularly hired for less than full days.
6. Workers must be paid the same hourly or piece rate as other workers. The growers must agree to pay prevailing rates.
7. Pay days shall be once a week, or at the end of the job if for a shorter duration.
8. A regular work day shall consist of not more than eight hours of work in the field and not more than eleven hours from pickup to return.
9. Pure drinking water must be furnished to the field and dispensed from the container through a drinking fountain or a faucet, with individual drinking cups available for those who do not furnish their own.
10. Facilities must be provided so that the workers may wash their hands before eating.
11. Separate toilets must be furnished for men and women. Toilets must be constructed so they will be convenient to the field and must be kept in a sanitary condition.
12. Where organized groups are used, they shall have prior rights to work over individual groups.
13. If a bonus is paid, it must be paid to each member of the group if the group as a whole finished the job as agreed.
14. A grower must permit an inspection of his crop by one with delegated authority to determine the adequacy of the crop.

These standards were closely followed in organized platoons as judged from observation in our interviews with parents, boys and girls, platoon leaders and growers. This was not the case for the youth who worked independently and did not join VFW organized groups.

The platoon groups were supervised from the time they left town until their return. Any dissatisfaction of the growers or youth was handled by the platoon leader whose job was to see that the food was harvested and not wasted and that the young workers were taken care of. The independents had no such influence on their work and dissatisfaction on the part of both grower and youth was never adjusted in some cases.

The platoon groups, of course, had the advantage of supervision during transportation in which safety practices were strictly followed. The grower paid for the transportation including the licensed driver and liability insurance. The strict application of transportation standards has avoided accidents.

5. Hours - In Marion County the work day was 8 hours while in other counties only 6 hours. Since the young workers reported at the bus at about 6:45 in the morning the question arose as to whether they got enough sleep. When asked what time they went to bed in the evening the replies ranged from "right after supper" to 9:00 o'clock. Most of them said they went to bed earlier than usual, when they were working. Apparently they were getting as much sleep as usual. When asked, if the work day was cut from 8 to 6 hours, would they prefer to report to work later in the morning so they could sleep longer, their reply was "no", but they would rather quit earlier in the afternoon and avoid the heat of the day. The 6-hour day should be considered not on the basis of getting more sleep but on the basis of avoiding too great exposure to heat and on the basis of the amount and quality of work done.

One platoon leader who worked out her program on a 6-hour day, found that the boys and girls worked more steadily and got as much done as they did on an 8-hour day. After the lunch and rest period was over, they went right back to work realizing they only had two more hours to work that day.

The work the young folks did was not hard and enervating. If they became tired they were permitted to rest but were not permitted to "fool around" and get into trouble. The independents did not like the close supervision of the platoons. They also felt they could earn more by not working with a platoon because they could work longer hours. However, it appears that in the long run they didn't earn as much because they didn't work as many days during the summer.

The data obtained from the interviews show that the highest amount earned in a day by the independents was no greater than that of the platoons and the independents did not spend as much time working in the fields as the platoons. This should be pointed out in the training course next year and brought to the attention of parents.

6. Wages - In the platoons, the leaders supervised the wage standards seeing that the young workers were paid on time. In some cases trouble arose between the independents and the growers, and there was no one to mediate the differences.

The amount the boys and girls earned per day was exceptionally high in comparison with other studies. One 14 year old girl earned \$11.90 in one day picking 70 boxes of prunes at 17¢ per box. This was unusual of course, but the average highest amount earned in a day by those interviewed was about \$5.50. It was estimated that the average platoon member earned between \$150 and \$200 during the summer.

According to the boys and girls interviewed they spent their money for school clothes, bonds and miscellaneous things they wanted. Many put some away for expenses during the school year.

Although the growers using platoons paid for the supervision, transportation, bus driver and insurance of the young workers, which increased their total costs, they preferred the platoon groups because they were dependable and got more work done.

7. Training of Platoon leaders - A significant part of the VFV day-haul program was the training of the platoon leaders. Eight two-hour meetings were held every two weeks to discuss their job as a platoon leader. The first meeting was called at the request of the leaders. Vocational agriculture teachers were present and served as consultants in these discussion meetings. Growers and cannery representatives were also called into the meetings. The aim was to give the leaders a full picture of their job. Leaders were also taken into the fields and did the work under the instruction of the grower. The training given the leaders paid for itself during the summer.
8. Lunches - The children take their lunches which are eaten in the fields or orchards. Packing a good nutritional lunch for these young workers was considered from the health angle. Mrs. Mabel C. Mack arranged a leaflet "Eat Well to Work Well", for mothers. It contained suggestions for a variety of sandwiches, raw vegetables and fruits, desserts and beverages with hints on packing and time saving. It was aimed at good nutrition and time saving and is an aspect of the program which might well be considered by other States in which the day-haul program for nonfarm boys and girls is an important part of the farm labor program.

9. Recognition -- After schools open in the fall a recognition program is planned in the Marion County Schools for those who did farm work. Outstanding records will be recognized. VFW insignia and U.S. Crop Corps cards will be awarded.

In one county the VFW were given free picture shows. The U.S. Crop Corps card which had been given them previously was the admission "password". The "Best Citizen Picker" in some platoons was given stamps or bonds for outstanding service. More VFW insignia would be used in the State if they were free.

In another county, each grower selected his "Best Citizen Picker" and the grower gave him or her a \$5.00 bonus.

10. Parents -- Parents were interviewed to obtain their reactions to children working in the fields. They felt that the work experience helped to develop good work habits. There were a number of outstanding cases in this respect. The parents were decidedly in favor of the platoon work under its good supervision.

Many mothers took their children to the fields and worked with them. This is not unusual in the Willamette Valley. The mothers were quite proud of the money they and their children earned.

11. Oregon VFW Handbook -- Mr. Russel Adams, State VFW assistant farm labor supervisor is preparing a VFW handbook for the State from the experiences this summer and materials used. This will be a big help in giving suggestions and information to the county staffs in developing their programs next year.
12. VFW Conferences -- Conferences of platoon leaders and county VFW assistants would give an opportunity to the leaders to present and discuss their problems and how they handled their work during the summer. The results of the conferences would provide a basis for doing even a better job next year and enrolling more boys and girls in platoons.

Some Observations

1. The boys and girls are doing a fine war job in helping to get the crops harvested.
2. The platoon system is a constructive way of using youth workers.
3. It provides for adequate supervision in the fields and during transportation.
4. When good supervision is provided, the crops are harvested efficiently without bad effects to the young folks.

5. When good standards are followed in the employment and transportation of young workers, good results are obtained for all parties concerned. This is demonstrated by the operation of the platoon groups.
6. The accident record is surprisingly good -- nearly perfect. Careful application of transportation standards has avoided bus accident.
7. The enthusiasm and alertness of the farm labor assistants and the platoon leaders has been the key contribution to the success of the program.
8. In no small measure the attitude of the grower to the young folks was a determining factor. Growers who realized that the boys and girls were younger than usual were most successful in using young workers.
9. In the opinion of the mothers who had children in the fields, the program under the platoon system has given the youngsters an opportunity for work experience and taught them good work habits.
10. Because of the advantages of working in platoons with careful supervision, children in the schools should be encouraged to work in platoons rather than independently.
11. It is the very interesting observation of Mr. Fred Beck, juvenile officer in Salem, that the juvenile complaints coming to his office when children are not occupied are five or six a day; but during the summer when the boys and girls are doing Victory Farm Volunteers work, he gets only one or two complaints a week.

Table 1. - Farmers' Attitude Toward the Youth

Attitude	: Percentage* of Farmers -		
	: Platoons	: Independents	
Farmers who -			
Liked the youth.....	100	67	
Thought they did good work.....	91	50	
Wanted same youth again next year...	100	67	
Farmers who thought youth were -			
Better than usual kind of help.....	55	0	
Equal to usual hired help.....	27	50	
Not as good as, but still good enough.....	18	50	
Much worse than usual hired help....	0	0	
Farmers who want some youth again next year..	100	100	

*Number of farmers interviewed; employing platoons was 11; employing independents 6.

The data in this table indicate that the farmers were better satisfied with the work of the boys and girls in Platoons than they were with those working independently. Platoon workers were more dependable both in the field under the supervision of the platoon leader and in reporting for work day after day until the work was completed.

Table 2. - Youth's Attitude Toward Summer' Work

Youth' Attitude	: Percentage* of Youth Inter-:			
	: <u>viewed who worked -</u> :			
	: In Platoons: As Independents:			
Working conditions:	:	:	:	:
Hours of work satisfactory.....:	100	:	90	:
Wages satisfactory.....:	100	:	100	:
Other working conditions.....:	98	:	86	:
Supervision satisfactory.....:	100	:	76	:
Transportation satisfactory.....:	98	:	95	:
Reasons for engaging in farm work:	:	:	:	:
War Service.....:	79	:	48	:
Earn money.....:	92	:	90	:
Physical benefits.....:	12	:	5	:
	:	:	:	:

*Number of youth interviewed; working in platoons was 52; working independently was 21.

The youth working in Platoons were better satisfied with the working conditions, supervision and transportation than those working as Independents. There was a marked contrast between the two groups in their attitude toward supervision. Only 76 percent of the Independents while all of the Platoon Youth thought the supervision was satisfactory. Conditions which caused some Independents to be dissatisfied with the work could have been overcome by good supervision as was illustrated in many cases by the work of the platoon leaders.

Another contrasting difference between the Platoon workers and the Independents was their motives in doing farm work. Although about 9 out of 10 in each group said that earning money was a reason for working in the fields this summer, 79 percent of the Platoon workers and only 48 percent of the Independents mentioned war service. Similarly 12 percent of the Platoon workers and only 5 percent of the Independents mentioned physical benefit. Apparently the Independents were motivated more by earning money than were the Platoons.

Table 3. - Work and Wages of Youth

	:Average* for Youth Inter-:			
	: <u>viewed who worked -</u> :			
	: In Platoons :As Independents:			
Hours worked per day.....:	7.9	:	8.6	:
Highest wage received per day.....:	\$5.83	:	\$5.57	:
Number of days of farm work.....:	55.1	:	39.0	:

*Number of youth interviewed; working in platoons was 52; working independently was 21.

An important reason the Independents gave for not working in platoons was that they could earn more money working independently by working longer hours and by being free to choose where the pay was best. The data do not support this contention, although the work day of the Independents was slightly longer than that of the Platoons; 8.6 hours per day for the Independents and 7.9 for the Platoons. However, the Independents only worked 39 days during the summer while the Platoons on the average worked about 55 days, over two weeks longer. Interestingly enough, the average of the highest amount received per day by the Platoon worker was slightly more than that received by the Independent worker. This information brought to the attention of boys and girls in the orientation course should be encouraging to join organized Platoons.

Table 4. - Characteristics of the Youth

	Percentage* of Youth Inter- viewed who worked -	
	In platoons	As Independents
Age of Youth:		
16 and above.....	2	5
14 to 15.....	38	38
Below 14.....	60	57
Grade completed in school -		
10 and 11.....	4	0
9.....	25	19
7 and 8.....	40	62
6 and below.....	31	19

*Number of youth interviewed; working in platoons was 52; working independently was 21.

There was a slight tendency for the youth working as Independents to be older than the youth working in Platoons. There was little difference in the amount of schooling they had had. The Platoon workers had a wider range of amount of schooling. The data suggest that the Platoon workers were a little more advanced in school for their age than the Independents.

Table 5. - Characteristics of the Farmers

	Percentage of Farmers Inter- viewed
Age of farmer -	
45 years of age and over..	64
Schooling -	
Completed eighth grade....	100
Participated**	
In Extension work.....	100
As a leader.....	45

*Number of farmers interviewed was 11

**Participated means belonged to an Extension Club, attended Extension meetings, asked the agent to come out, called at the agent's office, asked the agent for information or bulletins or in any way made an effort to use the Extension Service before this year's farm labor program. It applies to any member of the family, including the farmer in agricultural work, his wife in home economics extension and the children in 4-H Club work, "As a leader" means any member of the family doing voluntary leadership in home demonstration work, agricultural extension or 4-H Club work.

Table 6. - Educational Experience - Farm Skills

Farm skills	Percentage* of youth interviewed	
	Jobs done	Jobs learned this season
Vegetables -		
Harvest beans.....	93	40
Harvest other vegetables...	5	4
Topped onions or beets....	21	18
Weeding.....	10	4
Small fruit -		
Picked gooseberries, boysenberries, raspberries, young- berries, loganberries, etc.....	48	25
Strawberries -		
Picked.....	53	21
Orchard -		
Picked cherries.....	59	33
Picked peaches.....	7	3
Picked pears.....	1	1
Picked prunes.....	84	44
Shook prunes.....	5	3
Hay -		
Load.....	1	0
Pitch on.....	1	0
Pitch off.....	1	0
Mow away.....	1	0
Rake (hand).....	1	0
Stack.....	1	0
Other crops -		
Picked hops.....	34	15
Flax.....	4	1
Filberts.....	1	1
Miscellaneous -		
Built fences.....	1	0

*Number of youth interviewed was 73 including the 52 working in Platoons and 21 independently working.

This table indicates the kind of farm work done by the boys and girls interviewed. In the second column is the percentage of boys and girls who did those jobs. In the third column is the percentage of boys and girls doing the job for the first time, becoming most skillful in the work, or learning something new about it.

These percentages indicate that many boys and girls learned new things by actually doing the work and that their summer's experience in the fields was educational.

The following persons cooperated in making the study possible:

W. A. Schoenfeld, Dean and Director
J. R. Beck, State Farm Labor Supervisor
Russell M. Adams, Asst. State Farm Labor Supervisor, VEV
Mrs. Mabel C. Mack, Assistant State Farm Labor Supervisor, VEV
W. G. Nibler, County Agricultural Agent
Miss Francis Clinton, County Home Demonstration Agent
Harold V. Locheed, Assistant County Agricultural Agent
Amos W. Berle, County 4-H Club Agent
Walter E. Snyder, County VEV assistant Farm Labor Supervisor
and Curriculum Director, Salem Public Schools.
Mrs. Ruth Lear, County VEV Assistant Farm Labor Supervisor,
and teacher, Salem Public Schools.
Mrs. Fern W. Daugherty, County Farm Labor Assistant

5. Evaluation Study of the VFV Program
Cumberland County, Maine
August 10-13, 1943

In comparison with many other counties, Cumberland County, Maine, has a very good farm labor program for boys and girls. The following are our observations based upon interviews with boys and girls, field supervisors, farmers, and conferences with State and county farm labor supervisors.

- I. County farm labor situation - The armed forces and war industries have drawn off the usual labor from the farms in Cumberland County. In addition the shipyards are paying 16 year old boys 82 cents an hour and the sardine factories are paying 15 year old boys 65 cents an hour causing a shortage of boys for farm labor in the county.

Most of the youth program is of the day-haul type. The boys and girls live at their own home and are transported daily to the vegetable farms. The rainy weather has made it impossible to get into the fields and at the same time the beans matured more rapidly. Help was also needed on the dairy and poultry farms of the county.

The conditions not only caused a farm labor shortage but also serious peak problems.

A county farm labor committee was set up but little use was made of it. There was no VFV sub-committee. A VFV sub-committee could be set up so that all agencies in the community who are interested are represented. The committee can be particularly valuable as a source of advice on policies, in stimulating recruitment and in fostering a training program. A representative of the public schools should be on this committee.

The county agricultural agent and his assistant farm labor supervisor handle the farm labor problems. They are doing an excellent job. The assistant came on the job June 12 for part time.

II. Results of the VFV program.

1. Work contribution - About 450 boys and girls who live at home and went out by the day to the farms worked approximately 13,500 days. Thirty-two boys placed individually on farms worked about 640 days.
2. Farmer's attitude. - No farmers of the day-haul boys and girls were interviewed. The canning company was responsible for harvesting the crops and hired the workers. The manager for the canning company was well satisfied with the work and had a fine attitude toward the employment of youth labor. He knew that what was good for the boys and girls was good for the crop harvest.

Only 3 farmers employing youth who lived in the farm homes were interviewed. Two had boys whom they want to keep the year around. The other felt his two boys were a substitute for the usual hired man. The boys were not old enough, nor experienced, but the farmer and his wife liked the boys and want them again next year.

3. Attitude of youth - The boys and girls were happy about their work. Their attitude seemed to be well expressed by one boy who said, "There's nothing to do in town. All the boys are working. There's something to do out here and I can earn a little money"
4. In the opinion of the county farm labor supervisors, a little but not much more food than usual will be unharvested because of the lack of workers. The long period of rainy weather has made it impossible to harvest some food and has upset recruiting plans. Local mobilization was used to supplement the work of the boys and girls on dry days between the rainy days.

III. Factors contributing to results.

1. Recruitment - Considerable publicity was given recruitment in the county for farm labor. The schools were contacted and pupils were registered to be available for day haul groups. About 1200 boys and girls were recruited but only about 800 can be found when the work is to be done. The rest have probably obtained other work. The recruitment is behind; 25 more boys to live and work on farms could be used. Next year the city of Portland and surrounding towns will be canvassed more thoroughly. Additional help is needed in the county office.
2. Selection of youth - The only criteria of selection for the day-haul groups was that they were physically able for the work and had their parents' consent. The boys and girls knew very little about the work they were to do except the general job, like pick beans. A training program will help to eliminate ineffective workers.

who

The boys/who were placed on farms were interviewed. The farmer came to the office to get the boy or the boy was given a card of introduction to the farmer which he returned to the county office. All farmers who requested youth labor were not assigned boys, because of unsuitable conditions.

3. Training

- a. A noticeable fact of the day haul groups was that they were below high school age. Most of these young people are in junior high school. This is true in many other places. If we are to increase the effectiveness of day-haul groups we will have to extend the training program down below the high school level.

- b. No training is now available for members of day-haul groups. Such training should be developed. It was found that the young workers from one junior high school did the following jobs during the season:

- | | |
|-----------------------|----------------------------|
| (1) Pick beans | (8) Weeding |
| (2) Pick peas | (9) Make boxes |
| (3) Pick strawberries | (10) Clean poultry houses |
| (4) Pick raspberries | (11) Candle and grade eggs |
| (5) Pick squash | (12) Set lettuce |
| (6) Pick corn | (13) Set cabbage |
| (7) Pick up potatoes | (14) Set cauliflower |

Training should be given in connection with each one of these jobs. For example the following five units of instruction are suggested in connection with picking beans:

- (1) Study of bean plant
- (2) Varieties of beans grown in the community
- (3) Grading beans (demonstration by Richard Harmon)
- (4) Value of beans as food in wartime
- (5) Job instruction training on picking beans

Teach the boys and girls to look for key points in the job. Training in being alert and attentive and in looking for key points in any kind of work is a good general educational experience. When applied to farm work, it is applied as a real life situation in which they will actually participate in the near future.

- c. In addition to training in connection with these jobs an orientation course should be given to these young people. Following are a few suggestions in regard to the content of the orientation part of the course: Such a course can be tried out in one or two of the junior high schools of Cumberland County.

- (1) Prospective workers should have an opportunity to discuss wartime food production with persons qualified to discuss this problem, including farmers.
- (2) Movies of farm life should be used. The Extension Service has made available some appropriate movies for this purpose.
- (3) Prospective workers should make a census study of the area in which they are to work. Obtain from the U.S. Bureau of the Census photostated tables giving information by minor civil divisions.
- (4) Farmers of the community should be brought in to meet prospective workers and discuss labor problems with them. Farmers should tell prospective workers what jobs they will expect them to do on their farms. Select farmers who used junior high school students for labor last season.

- (5) Demonstrate farm safety precautions and have a general discussion of farm safety. There are valuable films and movies on this subject.
 - (6) Invite outstanding workers who worked on farms last year to discuss their experiences.
 - (7) Discuss health precautions on the farm.
 - (8) Have a meeting with parents to explain plans for summer work. It would be well to have farmers attend this meeting.
 - (9) Learn common farm terms.
 - (10) Have week end trips to farms giving prospective workers as much experience as possible.
 - (11) Take trips to agricultural experiment stations, colleges of agriculture, farm implement warehouses, dairies, outstanding farms, packing houses, etc.
- d. Courses of instruction in junior high schools should begin early in the spring, preferably at the beginning of the last semester or term. Students should be given credit for this training course but this credit should be dependent upon how much summer work the students do and how well they do it.
- e. Working on farms can be made a valuable educational work-experience.
- f. Some of the boys who were working and living on the farms were town boys who had had vocational agriculture courses. Wherever any number of town or city boys are interested in farm work they should be given training courses. Such training courses would be based on the activities which boys are now doing on the farms plus orientation features similar to those suggested for junior high schools.
4. Training on the job - Very little training was given the boys and girls on the job. More of this could have been done by the supervisors. Observations in this connection will be given later.
5. Working conditions - The day-haul groups were employed and paid by canning companies. These companies on the whole are very liberal and considerate. The boys and girls work 3 hours in the morning and 3 hours in the afternoon with one hour for lunch, which they bring with them.

They are paid $1\frac{1}{2}$ cents a pound for picking beans and are encouraged to be a member of the Century Club which they can be, if they pick 100 pounds a day, which is not difficult to do. Some pick 200 pounds a day and earn \$3.00. A supervisor weighs the beans as the young folks bring them in and gives them credit to the next quarter pound. The VFW like this because they watch the scales and the entry in the record and find they are never "short-changed."

Although there were many excellent features in the working conditions, it was observed that drinking water, although available, was not handy and toilet facilities were entirely lacking. Improvements can be made along these lines.

6. Supervision - One very strong feature of the program is that all the day-haul groups have supervisors, about one to each group of 10 boys and girls. These supervisors are usually school teachers and are paid \$5.00 per day. They have been selected with excellent judgment. It was quite noticeable, however, that the workers had no training in the work they were doing and that it would be possible to greatly increase the labor effectiveness of day-haul groups if prospective supervisors were given training, especially job instruction training. Those teachers who teach the training course in the junior high schools should also serve as supervisors during the summer months and supervise the same group which they taught in high school. These teachers should receive advisory help from the teachers of vocational agriculture and the farm labor supervisors. It is especially desirable that they have some job instruction training both in connection with their school work and their supervision.

The assistant county farm labor supervisor has done some very excellent work on the youth program. He should be on full time instead of part time. This will be especially true if the number of boys who go to live and work on farms is increased which will probably be necessary next year.

7. Transportation - Transportation facilities were good. The boys and girls gathered at the schools from which they were transported to the farms in buses, accompanied by their field supervisors. The bus drivers are school bus drivers. Transportation is covered with liability insurance.
8. Starting the program - Several of the persons with whom we talked are very conscious that this year the program was late in starting. A late start usually means no training and a very hurried placement, with a consequent loss of some of the most valuable prospects of the program. It is clear that an earlier start should be made on next year's program. Junior and senior high schools should be contacted during the fall and early winter months so that they may begin to plan their training programs. Someone in the county should have the responsibility of making these contacts with the schools, and of course, first of all with school officials in the county.

Another advantage of an early start in the program is that it is possible for farmers and prospective workers to make contacts early in the season and this usually results in earlier and more effective placements. Every possible means should be used to make these contacts between farmers and prospective workers.

Table 1. - VFV's Attitude Toward Summer's Work

VFV's Attitude	Percentage* of VFV
VFV satisfied with -	
Summer's experience.....	100
Working conditions.....	100
Transportation.....	100
Supervision.....	100
VFV wanting to do farm work again next year.....	100

*Number of VFV interviewed was 17

These young boys and girls who were picking beans were satisfied with their work. It was better than doing nothing in town and they earned some money. They thought the working conditions, transportation and supervision were satisfactory. The supervision by two school teachers per 40 VFVs was particularly good, as was the attitude of the cannery supervisor for whom they were working.

They all want to do farm work again next year, indicating their satisfaction with this summer's work.

Table 2. - Work and Wages of VFV

	Average* for VFV
Hours worked per day.....	6.5
Number of days of farm work.....	12.1

*Number of VFV interviewed was 16.

The hours of work for these young folks was not long, only six and a half hours a day on the average. While they were working they were not pushed. They were encouraged to become Century club members by picking 100 pounds of beans a day which is not a large amount.

This group on the average worked about two weeks this summer.

Table 3. - Characteristics of the VFV

		Percentage* of VFV
Age of VFV -		
14 and 15.....		6
Below 14.....		94
Grade completed in school -		
7 or 8.....		29
6 or below.....		71

*Number of VFV interviewed was 17.

All these VFVs were of junior high school age or below. Nearly all were under 14 years old doing work commensurate with their age and under good conditions.

Table 4. - Educational Experience - Farm Skills

		Percentage* of VFV	
Farm skills		Jobs done	Jobs learned**
Vegetables -			this season
Harvest beans.....	100	6	
Transplant.....	6	0	
Weed.....	12	0	

*Number of VFV interviewed was 17

**Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

The following persons cooperated in making the study possible:

A. L. Deering, Dean and Director
 Smith McIntire, State Farm Labor Supervisor
 Theodore S. Curtis, Assistant State Farm Labor Supervisor, VFV
 W. S. Rowe, County Agricultural Agent
 Linwood Brofee, Asst. County Farm Labor Supervisor, VFV

Mr. Wallace Elliott, Assistant State Director of Vocational Agriculture who participated in the conference in the county agent's office and went on the field trips, made very helpful suggestions regarding the training program.

6. Evaluation Study of the VEV Program
Berks County, Pennsylvania
September 14, 15, and 16, 1943

The Background of the Project

The "Emergency Agricultural Project" in 1942 afforded Berks County experiences from which the 1943 project benefited. A Summary Report was issued stating that 1942 was a year of experimentation. However, about 100,000 bushels of apples and 5,000 bushels of potatoes were lost primarily because of labor shortage.

Competition with war and other industry has created a serious farm labor shortage. Iron and steel mills, car shops, knitting mills are some of the industries. A quartermaster supply depot employs many 16 and 17 year olds. Sixteen and 17 year olds are serving as apprentices in Reading Railroad shops. A part-time program in school and industry offers well paid employment to older boys.

General farming, including livestock and crops, is the prevailing type of farming. However, there are some large specialized farms, particularly fruit farms and many general farms have crops like potatoes and tomatoes which require much harvest labor.

A county farm labor committee was organized by the County Extension Service. On this committee the fruit, dairy, tomato, potato and poultry farmers, the Civilian Defense Council, the schools, the Extension Service, farm women and farm organizations were represented. The 1942 committee did not entirely cease functioning for Mr. W. N. Martin continues to serve as liason between the schools and agriculture.

At the time of the study, Mr. D. N. Merkle was farm labor placement manager. He is a successful farmer in Berks County who has retired. He has a firm grasp of the farmers' labor problems and has used inexperienced youth labor on his own farm.

A questionnaire was sent to fruit growers in April 1943 to obtain their anticipated needs for a normal season. The need as of April 1 was 1,413 workers. Later when the fruit was set the figure was revised. The monthly distribution estimated was as follows:

June 475	September 1,270
July 390	October 1,162
August 847	

It was also estimated that 60 field supervisors would be needed.

Mr. Adams and Mr. Burtner (Predecessor of Mr. Merkle) visited 13 high schools to recruit workers. News articles were also used.

It was impossible to determine how many workers were employed in 1943. This is because the placement is not channeled through the county agent's office but there are 24 contact men to whom farmers report their needs. These contact men in many cases are school principals or teachers of agriculture. At the end of the season, these contact men will make a report to the farm labor committee.

Observations on the Berks County Program

Training

In several of the high schools of the county the youth workers had been enrolled in regular agricultural courses. In some cases the teacher of agriculture had made adaptations of their course recognizing the need of these non-farm boys and girls to prepare for wartime food production. It is probable that much more could be done in adapting these courses to the needs of wartime workers. In other schools no training was given.

In the following section headed "Farm Experience" it is shown what jobs were done by the workers during 1943. This tabulation gives us a rather definite basis on which to formulate a training program for 1944. Taking one of these jobs, for example picking up potatoes, I would think that several units of instruction might be given. To suggest a few: A study might be made of the potato plant, a study of the common varieties of potatoes; there could be a demonstration of the grading of potatoes, and a brief geography of potato growing. In addition, some common defects of potatoes caused by insects and diseases could be studied as well as the importance of potatoes as a wartime food product. The job of picking up potatoes should be analyzed and broken down into steps and key points, following the procedure used in job instruction training. The assistance of potato growers and other specialists could be used to check this and similar analyses. Next year's supervisors should be familiarized with these analyses and should be prepared to give training in the field on the common jobs which the workers are to do.

As mentioned above, part of the training course will be built around the jobs which the workers are to do. Of course, another very important part of such a course is the orientation phase. The following suggestions are made for the orientation part of the course:

- a. Prospective workers should have an opportunity to discuss wartime food production with persons qualified to discuss this problem, including farmers.
- b. Movies of farm life should be used. The Extension Service has made available some appropriate movies for this purpose.
- c. Prospective workers should make a census study of the area in which they are to work. Obtain from the U.S. Bureau of the Census photostated tables giving information by minor civil divisions.

- d. Farmers of the community should be brought in to meet prospective workers and discuss labor problems with them. Farmers should tell prospective workers what jobs they will expect them to do on their farms. Select farmers who used high school students for labor last season.
- e. Demonstrate farm safety precautions and have a general discussion of farm safety. There are valuable films and movies on this subject.
- f. Invite outstanding workers who worked on farms last year to discuss their experiences.
- g. Discuss health precautions on the farm.
- h. Have a meeting with parents to explain plans for summer work. It would be well to have farmers attend this meeting.
- i. Learn common farm terms.
- j. Have week end trips to farms giving prospective workers as much experience as possible.
- k. Take trips to agricultural experiment stations, colleges of agriculture, farm implement warehouses, dairies, outstanding farms, packing houses, etc.

Farm experience

Each of 60 boys and girls was asked what jobs were done during 1943. These workers did 149 different jobs. The number of different jobs done by each worker ranged from 1 to 57. Half of the group performed 10 or more different jobs or skills during the summer. The jobs most frequently done were cultivating vegetables, picking tomatoes, planting vegetables, transplanting, picking peaches, picking apples, loading hay, mowing away, pitching or unloading with hay fork, pitching hay, cultivating corn, silo filling, threshing, picking up potatoes, feeding dairy cattle, feeding poultry, working with horses or mules, and operating tractors.

Organization of Centers

The writer was inclined to question the decentralization of the program which provided for 24 contact men scattered through the country. On visiting some of these centers it was found that they were very effective agencies for supplying farmers near them with labor. A good job had been done on these contact men so that they were thoroughly familiar with the problem and for the most part were doing a very effective job. It would seem essential that these contact men be constantly in touch with the farm labor committee as they evidently were in 1943.

Supervision

The farm labor committee recognizes the value of field supervision of young workers. However, there is evidence that the farmers themselves are not convinced of the necessity of good supervision and the committee needs to do some more work along this line.

There were some field supervisors in the county in 1943 and I was able to talk with five of them. Most of them were exceptionally good. Possibly much more could be done in recruiting field supervisors well ahead of the working season of 1944. Many of the teachers in the public schools are well fitted for this work and could be enlisted to participate in the training programs of these young workers, and during the summer supervise them in the field. These supervisors need to have a detailed knowledge of the jobs which their workers are to do so that they can give them instruction on the job. In some counties the schools will not release groups of their workers unless a supervisor is sent with them to the farms. This has proven to be a good investment for farmers who have paid the wages of supervisors and it results in much more satisfactory working conditions and educational value for the young workers.

Working Conditions

Many of the 60 workers interviewed worked 10 hours per day and many of them felt that they did not get enough pay for the work they did. In many cases the working hours and the pay were determined by the farmer employers. The farm labor committee recognizes this as one of their problems for 1944. Some agreements need to be made with the farmers and minimum wages and maximum hours determined. The farmers may think that this involves increased costs of production but it is not difficult to demonstrate that shorter days and more equitable pay, especially when the groups are supervised, will result in more work better done. Eight hours would seem to be the maximum, especially for the younger workers. When emergencies arise it should be possible to lengthen the day but this should not be the regular practice.

Individual Placements for General Farm Work

The prevalence of general farming in Berks County suggests there is a place for individual workers to work on these farms, each worker to be employed on the same farm for the vacation period or even longer. There is a record of 38 placements of this kind but it is quite clear that this number is a small percentage of the "live-ins" in Berks County. Many have arranged for their placement independent of the farm labor office or contact centers.

In many counties the "live-ins" are the important group of youth workers. This type of placement affords a rich experience in farming and rural living. The schools can do much to prepare these workers for.

employment. The Extension Service can assist in placing these workers in desirable working conditions and in improving employer-employee relationships. Many counties have youth labor assistants who are especially concerned with placement and follow-up of these workers. The Berks County program could greatly increase their "live-in" group.

The Boyertown Camp

A vacation camp was planned but for some reason did not materialize. To meet a farm labor emergency, 67 boys were brought in from a nearby coal mining area. A misunderstanding with fruit growers on wages developed and these boys were replaced with 30 from the same area. This number was reduced to about 17 when the camp closed.

The staff at the camp were well selected on short notice. They did a good job considering the conditions under which they worked, and the labor emergency was met.

The experience with the Boyertown camp has raised several questions in the minds of the farm labor committee.

1. Could not the emergency have been met by local labor if planned well in advance of the emergency?
2. Can a satisfactory camp using unselected and untrained nonfarm boys, be organized?
3. Could there be a closer relationship between recruiters and employers?

Some valuable lessons were learned from this camp.

Time to Start

Like many other farm labor programs this one did not get well under way till the first part of June. Unavoidable delays were largely responsible for the late start. Looking toward another year, it should be pointed out that an early start will make possible several desirable features of a farm labor program: A training program in the school, possibly in addition to the regular agricultural courses, including selection of prospective workers; careful placement especially of "live-ins"; desirable arrangements for field supervisors; development of good relations between farmer-employers and workers; and more successful competition with business and industry for young workers.

Table 1 - Farmers' Attitude Toward the VFV

Farmers' Attitude	Percentage* of Farmers
Liked VFV.....	92
Thought they did good work.....	92
Wanted same youth again next year.....	92
VFV better than usual hired help.....	0
Equal to usual hired help.....	25
Not as good as, but still good enough.....	67
Much worse than usual hired help.....	8
Wanted some youth again next year.....	100

*Number of farmers interviewed was 12.

Farmers liked their youth workers. Two-thirds thought their workers "not quite as good" as the usual hired help, and one-quarter of these farmers considered youth workers equal to the usual hired help. All wish to have youth labor another year.

Table 2. - VFVs' Attitude Toward Summer's Work

VFVs' Attitude	Percentage* of VFVs
VFV satisfied with -	
Hours of work.....	95
Wages.....	87
Other working conditions..	98
Transportation.....	95
Supervision.....	98
VFV wanting to do farm work again next summer.....	100
Reasons for doing farm work this summer -	
War service.....	77
Earn money.....	87
Physical benefits.....	35
Farm work experience.....	70

*Number of VFVs interviewed was 60.

Table 3. - Work and Wages of VEVs

	Average* for VEVs
Hours worked per day.....	9.3
Highest wage received per day.....	\$3.02
Number of days of farm work.....	49.5

*Number of VEVs interviewed was 60

The highest wage received per day (\$3.02) is considerably lower than in other comparable areas and the hours (9.3 hrs.) are longer. Despite the fact that these things were mentioned frequently by workers very few of them would say that conditions were unsatisfactory. It is certain, however, that some youth discontinued their work because of low pay and long hours. All those who were interviewed wish to do farm work again next year.

Reasons for doing farm work were indicated by the 60 young workers. The reason given most frequently was "to earn money". War service came next and closely following came farm work experience.

Table 4. - Characteristics of the Farmer

	Percentage* of Farmers
Age of farmer -	
45 years of age and over.....	92
Schooling -	
Completed eighth grade....	100
Participated -	
In extension work.....	100
As a leader.....	75

*Number of farmers interviewed was 12.

All but one of the farmers was more than 45 years of age and all had completed the eighth grade or above. All had participated in extension work and three-fourths are leaders in extension work.

Table 5. - Characteristics of the VEVs

	Percentage* of VEVs
Age of youth -	
16 and above.....	35
14 - 15.....	63
Below 14.....	2
Grade completed in school -	
10 - 11.....	48
9.....	37
7-8.....	15

*Number of VEVs interviewed was 60.

The workers of Berks County were older and further advanced in school than in other comparable areas. Practically all were above 14 years of age and one-third are 16 years old or above. About half are in the tenth or eleventh grades.

Table 6.

Educational Experience - Farm Skills

Farm Skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Vegetables -		
Bunch.....	2	0
Cultivate.....	25	0
Fertilize.....	8	0
Grade.....	3	2
Harrow.....	2	0
Harvest.....	53	10
Market, retail.....	3	0
Pack.....	3	2
Plow.....	7	2
Sow seed.....	22	2
Spray.....	10	0
Stake.....	2	0
Transplant.....	18	2
Wash.....	2	0
Weed.....	15	0
Pea vinery.....	3	2
Dust for insects.....	3	0
Small fruit -		
Hoe.....	2	0
Pick.....	5	0
Prune.....	3	0
Strawberries -		
Pick.....	20	2
Set plants.....	2	0
Weed.....	2	2
Hoe.....	5	2
Orchard -		
Grade.....	15	8
Market.....	8	0
Pack.....	18	12
Pick.....	42	15
Spray.....	5	2
Thin.....	18	12
Miscellaneous jobs.....	3	2
Hay -		
Load.....	40	3
Mow, machine.....	13	2

*Number of VFV interviewed was 60.

**Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

Table 6 - continued

Farm Skills:	Percentage* of VFV	
	Jobs done	Jobs Learned** this season
Hay cont'd		
Pitch on.....	23	3
Pitch off.....	20	2
Rake, horse.....	17	2
Run tedder.....	8	3
Run fork.....	2	0
Mow away.....	25	3
Bale.....	3	0
Unload.....	27	7
Put on piles.....	2	0
Small grains and corn -		
Cultivate corn.....	15	5
Silo filling.....	32	10
Harrow.....	17	5
Harvest.....	28	3
Plant.....	7	3
Plow.....	12	3
Shock corn.....	2	0
Combine: wheat.....	3	0
Thresh.....	30	3
Haul oats and straw.....	2	0
Load corn.....	2	0
Husked corn.....	2	0
Potatoes -		
Cultivate.....	13	0
Cut seed.....	8	0
Grade.....	8	0
Pick up.....	25	5
Plant.....	15	0
Spray.....	18	0
Haul.....	2	0
Other crops -		
Plant soybeans.....	3	2
Combine.....	2	0
Inoculate.....	2	0
Harvest black walnuts.....	2	0
Bring in straw.....	2	0
Dairy -		
Bring in cows.....	18	2
Clean barn.....	20	2
Clean utensils.....	12	2
Feed calves.....	13	0
Feed cows.....	17	2

Table 6 - cont'd

Farm skills	Percentage* of VFV	
	Jobs done	Jobs learned** this season
Dairy cont'd -		
Load and spread manure....	15	2
Milk, hand.....	10	3
Milk, machine.....	3	2
Poultry -		
Candle eggs.....	2	2
Clean hen house.....	20	0
Feed.....	22	0
Grade eggs.....	7	2
Kill and dress.....	3	0
Treat for lice and mites..	5	0
Collect eggs.....	8	0
Make chick boxes.....	2	0
Raise chicks.....	2	0
Beef cattle, sheep and swine -		
Feed.....	15	3
Kill.....	2	0
Clean pens and stables....	3	2
Sanitation.....	2	0
Shear sheep.....	2	0
Catch sheep.....	2	0
Horses -		
Handle team.....	30	5
Feed and water.....	28	3
Clean.....	22	2
Harness and unharness....	27	3
Hitch.....	2	0
Farm Mechanics -		
Mix cement.....	8	2
Operate tractor.....	27	3
Sharpen tools.....	13	2
Rope work.....	5	2
Other farm jobs -		
Carpentry work.....	7	2
Ditching.....	7	0
Fence building.....	20	3
Repair machinery.....	7	2
Paint.....	15	5
Repair roof.....	2	0
Service machinery.....	13	2
Household duties -		
Care of children.....	2	0
Cleaning house.....	5	0
Dish washing.....	8	0

Table 6 cont'd

Farm skills	Percentage* of VFW	
	Jobs done	Jobs learned** this season
Household duties - cont'd		
Food preservation.....	3	0
Household chores.....	3	0
Laundry duties.....	3	0
Making beds.....	5	0
Meal preparation.....	3	0
Setting table.....	7	0
Mow lawn.....	2	0
Carry wood.....	8	0

The following persons cooperated in making the study possible:

- Mr. J. M. Fry, Director of Agricultural Extension, State of Pennsylvania.
- Mr. H. C. Fetterolf, State Supervisor of Agricultural Education State of Pennsylvania
- Mr. Alvin Kemp, County Superintendent of Schools, Berks County, Pennsylvania
- Mr. William N. Martin, Secretary, Berks County; Reading City Schools project.
- Mr. C. P. Lang, Assistant State Farm Labor Supervisor, Pennsylvania State College
- Mr. Verne Martin, State Adviser, Agricultural Education, State Department of Education, Harrisburg, Pennsylvania
- Mr. Charles S. Adams, County Agricultural Agent, Berks County, Pennsylvania
- Mr. Lloyd Lebo, County Adviser, Agricultural Education, Lebanon and Berks Counties, Pennsylvania
- Mr. Daniel Morkle, County Farm Labor Placement Manager, Berks County Pennsylvania

The Berks County: Reading City; Schools Project Committee and the Pennsylvania State Extension Service invited the Extension Service of the U.S. Department of Agriculture and the U.S. Office of Education to make this study. Both State and local officials cooperated to the fullest extent,

7. Evaluation Study of the VEV Program
Terrebonne Parish, Louisiana
November 15-17, 1943

Background of the Project

The farm labor problem in Terrebonne Parish has been influenced by the same factors as in the other county programs studied, namely, increase in acreage of certain food crops, the selective service and high wages in industry. The acreage of snap beans was tripled; other acreages were increased. This parish grows large acreages of Irish and sweet potatoes and sugar cane. Some of the peak labor supply has been affected by the selective service. Large shipyards, a blimp base, ammunition factories and other industries have paid high wages. Not only are last year's peak laborers unavailable but the strengthened financial position of many parents makes it less necessary for youth to work.

Ninety percent of the youth labor was in the picking of snap beans and picking up Irish potatoes.

A parish farm labor committee consisted of eleven farmers, one from each ward. Some of these farmers represented the farm organization, schools and police jury (county commissioners in most States). This is the only program studied where the county superintendent of schools has not been a member of the farm labor committee. Such membership is very desirable as it gives the schools a voice in making policies which affect the welfare of in-school youth.

The recruiting in schools began in February 1943. Mr. Andrepont, the parish extension agent took the initiative in going to schools and Mr. H. L. Bourgeois, parish superintendent of schools and the school principals cooperated. The State director of extension and the State farm labor supervisor were in close touch with the program.

An interesting method of determining farm labor need was devised. It was estimated that it would take 17,280 man days to harvest the Irish potato crop. This would require 1,152 men during a 15 day period. An addition of 5,000 man days of labor was needed. Using the same method, an addition of 16,500 man days was needed to harvest the bean crop.

About 10 to 15 percent of the bean crop was lost because it ripened before school was out. Many local organizations such as the Police Jury, chamber of commerce, war board requested the cooperation of the schools. The Houma Courier carried much publicity.

About 1,000 youth, 400 boys and 600 girls participated.

Facts and Observations

Farmers Attitude Toward the Victory Farm Volunteers

In none of the programs studied have farmers responded so favorably. Table 1 is particularly significant because it shows that 42 percent of the farmers considered the Victory Farm Volunteers better than the usual hired help. Of course the idea of these boys and girls working on farms is not new in this community and some have worked on farms previous to 1943.

Table 1. - Farmers' Attitude Toward the VFV

Farmers' Attitude	Percentage* of Farmers
Liked the VFV.....	100
Thought they did good work.....	92
Wanted same youth again next year.....	100
VFV better than usual hired help.....	42
Equal to usual hired help.....	33
Not as good as, but still good enough.....	25
Much worse than usual hired help.....	0
Wanted some youth again next year.....	100

*Number of farmers interviewed was 12.

Victory Farm Volunteers Attitude Toward the Summer's Work

Youth were satisfied with their work experience. The most significant fact in Table 2 is that 88 percent of the youth were actuated by the war service motive. This is a very high percentage in comparison with

Table 2. - VFVs' Attitude Toward Summer's Work

VFVs Attitude	Percentage* of VFVs
VFVs satisfied with -	
Summer's experience.....	100
Hours of work.....	100
Wages.....	100
Other working conditions.....	100
Transportation.....	100
Supervision.....	98
VFVs wanting to do farm work again next summer.....	100
Reasons for doing farm work this summer -	
War service.....	88
Physical benefits.....	14
Earn money.....	84
Farm work-experience.....	53

*Number of VFVs interviewed was 58

other studies. The war service motive was especially well developed in the recruitment in the schools. Inasmuch as most Victory Farm Volunteers did only 2 or 3 jobs during the season, the amount of farm experience to be gained was rather limited.

Work and Wages

Table 3 shows that the average youth worked 20.4 days. This number of work days should be considered in the light of the limited number of jobs on which youth are used. Consideration of further utilization of this source of labor by the group of farmers who employ Victory Farm Volunteers might reveal other jobs on which they might be used.* Otherwise, many energetic and patriotic youth will engage in activities which will demand their full time rather than just a few days of farm work.

The average hours worked per day was 7.5 hours. This seems a very satisfactory length of working day. Experience particularly with younger workers on harvesting jobs shows that longer days are inadvisable. Not much work is accomplished during the last hours of a long day. Younger workers will not stand up under long hours and soon drop out.

Very few workers were dissatisfied with wages. One group worked all day for a farmer and were paid 50¢ apiece. They referred to him thereafter as the "50 center." Competition between farmers will usually keep wages at a reasonable level. However, some communities have worked out standards for wages, hours and other working conditions which will be advantageous to farmers and workers alike. In determining such standards, farmers, school officials and parents should have a voice.

Table 3. - Work and Wages of VFVs

	Average* for VFVs	
Hours worked per day.....	7.5	
Highest wage received per day.....	\$1.89	
Number of days of farm work.....	20.4	

*Number of VFVs interviewed was 58.

Characteristics of Farmers

Three facts emerge from Table 4. Most of the farmers are over 45. School facilities were quite limited 25-30 years ago and only 33 percent completed the eighth grade. All had participated in extension work and most of them as leaders.

*Schools will be dismissed earlier next year to allow early season work and this should increase the average number of working days in 1944.

Table 4. - Characteristics of the Farmers

	Percentage* of farmers
Age of farmer -	
45 years of age and over...	83
Schooling -	
Completed eighth grade....	33
Participated	
In extension work.....	100
As leader.....	75

*Number of farmers interviewed was 12.

Characteristics of Youth

Most of the workers were 14 and 15 years old. More than a third were less than 14 years. More than half had completed the sixth grade or lower.

Table 5 - Characteristics of the VFVs

	Percentage* of VFVs
Age of youth -	
16 and above.....	21
14 - 15.....	41
Below 14.....	38
Grade completed in school -	
9.....	14
7 - 8	33
6 and below.....	53

*Number of VFVs interviewed was 58

Farm Skills

Table 6 shows the percentages of Victory Farm Volunteers who did the various jobs. Harvesting beans was the job most frequently done, picking up Irish potatoes was second, picking up sweet potatoes was third and harvesting sugar was fourth. Harvesting sugar cane would have ranked higher except for the 14-year age restriction. The number of different jobs done by each worker was small.

Table 6 - Educational Experience - Farm Skills

Farm Skills	Percentage* of VFVs	
	Jobs done	Jobs learned**
Vegetables -		
Bunch carrots.....	2	0
Harvest beans.....	79	12
Pack beans.....	5	0
Pick up onions.....	2	0
Hay -		
Pitch on.....	2	0
Small grains, corn		
Silo filling.....	2	0
Harvest corn.....	7	2
Bent corn.....	2	0
Plant rice.....	2	2
Harvest rice.....	2	2
Potatoes -		
Plant.....	2	0
Load.....	2	0
Harvest.....	2	0
Pick up, Irish potatoes.....	66	2
Pick up, sweet "	19	2
Other crops		
Sugar cane -		
Plant.....	3	0
Cross.....	2	0
Hoe.....	2	0
Weed.....	2	0
Harvest.....	12	0
Peanuts, harvest.....	2	2
Horses -		
Drive horse harrow.....	2	2

*Number of VFVs interviewed was 58.

** Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

Field Supervision

No field supervisors were sent out with the worker groups; the farmers furnished the supervision. The groups were small and in most cases the supervision of the farmer seemed adequate. In one large group (about 50) some difficulties arose. It would be interesting to place a well qualified supervisor with one of the larger groups and note whether the effectiveness is increased. Such a group might be organized in a school with a teacher in charge who would serve as field supervisor or leader for this group.

Training

The parish program did not include training. However, if the experimental plan suggested above were tried, it would be much strengthened by some orientation. The teacher in charge of the club might be responsible for the orientation. See suggestions in the appendix.

If the above mentioned teacher could be exposed to some job instruction training, the group or club could receive some skill training on the job which would greatly increase the earning capacity of these workers.

APPENDIX

Suggestions for Orienting Victory Farm Volunteers

<u>Activity or Topic</u>	<u>Person or agency to call upon for cooperation</u>
1. Discussing wartime food production	Extension Service and farm organization officials
2. Getting acquainted with farmers and discussing their special interests with them.	Farmers, especially those who use youth labor
3. Learning farm terms	Farmers, teachers of agriculture, county agents
4. Study areas where VFVs are likely to work	U.S. Bureau of the Census /1 Ask for pamphlet "Uses of the 1940 Census Data in Schools"
5. Seeing movies of farm work and farm life.	See suggestions on 1944 VFV Training Programs for list of available movies
6. Discussing experiences of town and city youth on farms	Town and city youth who worked on farms in 1943.
7. Discussing how to fit into farm family life	One or more wives of farmers who have employed town or city boys.
8. Meeting with parents to discuss placement of Victory Farm Volunteers	Parents of prospective VFVs, parents of 1943 VFVs, school officials and extension service officials
9. Demonstrating farm safety (on farms)	Farmers, teacher of agriculture, county agent

Appendix continued

- | | |
|--|---|
| 10. Discussing health precautions on the farm | County health officials |
| 11. Taking week end trips to farms | Future Farmers of America chapters, farmers, 4-H Clubs. |
| 12. Taking trips to colleges of agriculture, agricultural experiment stations, dairies, packing houses, farm machinery warehouses and other places | College officials, owners, operators. |

/1 See Training In-School Nonfarm youth for Wartime Food Production. U.S. Office of Education, Washington, D. C. (In preparation)

The following persons cooperated in making the study possible:

- Mr. H. C. Sanders, Director of Extension Service, State of Louisiana
- Mr. C. E. Kennerly, State Farm Labor Supervisor, State of Louisiana
- Mr. S. M. Jackson, State Supervisor of Agricultural Education, State of Louisiana
- Mr. H. L. Bourgeois, Parish Superintendent of Schools, Houma Louisiana
- Mr. Milton Andrepont, Parish Agent, Houma, Louisiana
- Mr. A. E. Robinson, District Supervisor, Agricultural Education, and Food Production War Training Program
- Mrs. Mary M. Johnson, District Home Demonstration Agent, Southwest Louisiana
- Mr. R. O. Herbert, Assistant Parish Agent and Farm Labor Assistant, Terrebonne Parish
- Miss Hazel Doningue, Home Demonstration Agent, Terrebonne, Parish
- Mr. Tom Smith, Special VEV Assistant, Terrebonne High School, Houma, Louisiana
- Mr. Charles LeBlanc, Principal, Terrebonne High School
- Mr. C. C. Miller, Principal, Houma Junior High School

8. Evaluation Study of VEV Program
Essex County, New Jersey
December 7, 8, 9, 1943

Background of the Project

Essex County is a part of the metropolitan area around New York City. The county is studded with war industries, several farm operators have left their farms to work in war plants. Many farm boys have enlisted in the armed forces. However, the Selective Service boards have been quite reasonable with farm labor.

It is not sufficient to indicate the kinds of farm work to be done in Essex County because only a part of the youth worked in Essex County. In other words, this project was a means of utilizing the surplus youth of a metropolitan area in the farming areas of several nearby States. A great majority of these youth worked on truck, poultry and dairy farms. At the Beemerville Experiment Station, boys from the Nutley High School were trained to work on dairy farms in Sussex County, New Jersey.

The State Commission on Student Service consists of eleven members and subsidiary to it are 21 county commissions including one in Essex County. The particular responsibility of the State and county commissions is to supervise the administration of child labor laws and particularly the provision that under certain conditions school pupils can be excused for 15 days to engage in farm work. In addition to the county commission there is a committee of three farmers which is advisory to the county agent on farm labor problems.

The county club agent gave about half his time to this program as farm labor assistant. Another person was employed part time in connection with recruiting and placement outside the county.

A very careful determination of need was made in Essex County. Form 1 in the Appendix shows the probable need for boys on one vegetable farm in Essex County. Form 2 shows the labor need of 65 vegetable growers.

The registration was done cooperatively by the Essex County Vocational School and the county agent, Mr. Harman. The county agent has 784 registrations. The Junior Employment Service of the Essex County Vocational School reports as of December 8, 1943, 757 placements. Of these, 250 were out-of-county placements. Probably many placements were not a matter of record.

The plan worked out by the Junior Employment Service was especially adapted to out-of-county placements. When a request came through from an out-of-county farmer the Service sent to the county agent of that county Form 57, Application for Student Workers which is in the Appendix. The county agent checks on the farm and the farmer and if he considers the placement desirable asks the farmer to fill in and sign the form.

The Essex County Vocational School conducted a training course in junior and senior high schools beginning on March 29 and ending on June 18. Each trainee took 3 field trips. Small groups under the supervision of some teacher visited selected farms and did farm work like weeding, wheel hoeing and candling eggs. Thirty different farms were used for these trips.

The teaching was done by a staff of 3 special teachers of agriculture, headed by Mr. Thomas D. Pitts, a former teacher of vocational agriculture.

A special training program was carried on at the Beemerville Experiment Station. Small groups of boys from the Nutley High School were taken to Beemerville for periods of 3 weeks. It was possible to do this while school was in session under the 15 day provision in the New Jersey Law. The board of these boys was paid by a group of Sussex County dairy farmers. Members of the experiment station staff gave the instruction. The fact that the boys who were interviewed worked an average of 65 days indicates the project was quite successful.

Facts and Observations on the Essex County Program

Farmers' Attitude - Table 1 indicates a very favorable attitude but it should be explained that the minority was stronger than the percentages show. Several farmers who were not included in the 10 who were interviewed, showed an unfavorable attitude. Some of these farmers revealed in their remarks the reasons why any youth might find difficulties in working under their direction. Sometimes the supervision was lacking, more often it was the usual misunderstandings between youth and old age. One farmer who employed a 16 year old supervisor, occasionally took the boys for a swim on hot days and gave them vegetables to take home seemed to get along quite well.

Half of the farmers considered that youth employed by them were equal in value to the usual hired help. Eighty percent of the farmers want some youth again next year. Some of these say the choice is between boys and no labor.

The attitudes of the farmers toward many problems of handling inexperienced youth labor are of interest. Most of them see that these problems new to them and they realize they need help. The following items suggest some of these problems:

- a. How long a working day gives optimum results both to farmer and worker.
- b. Adult supervision by persons other than the farmer as an investment.

- c. How much should youth be paid and how. (Might include setting of minimums, bonuses, methods of payment.)
- d. Transportation of youth.
- e. Working conditions, such as gradual "break-in", safety and insurance, drinking water. These should be discussed not as requirements but as methods of increasing effectiveness of labor.
- f. The problem of parent attitudes.
- g. Farmer participation in orientation courses for prospective workers.
- h. The school's responsibility for inexperienced youth working on farms.
- i. Necessity for early determination of need for youth labor and early placement.
- j. Planning steady employment of youth throughout the summer months.
- k. Other problems.

Table 1. - Farmers' Attitude Toward the VFVs

Farmers' Attitude	Percentage* of Farmers
Liked the VFV.....	90
Thought they did good work.....	80
Wanted same youth again next year.....	80
VFV better than usual hired help.....	10
Equal to usual hired help.....	50
Not as good as, but still good enough.....	20
Much worse than usual hired help.....	20
Wanted some youth again next year.....	80

*Number of farmers interviewed who had day-haul VFVs was 10

Youth Attitude Toward Summer's Experience - In general youth were satisfied with working and living conditions. It should be pointed out, however, that youth do not evaluate such matters as recreation, instruction by farmer, transportation in comparison with the highest standards inasmuch as they are not acquainted with such standards. For example the Nutley boys who were interviewed were satisfied with their recreation which consisted of Saturday night trips to town. Groups of them got together in drug stores, movies or other places. A very good recreational program could have been developed consisting of meetings, parties trips and other forms of entertainment. If the boys had realized the recreational possibilities they would not have been as pleased with their present situation.

The "reasons for doing farm work this summer" were quite similar to those found elsewhere. Farm work experience ranked highest in frequency both for day-haul groups and live-ins. War service ranked second for day-haul members and "physical benefits" for live-ins. The figures show that the war-service motive might be stressed more in orienting town and city youth.

Table 2. - VEVs' Attitude Toward Summer's Work

VEVs' Attitude	Percentage* of VEVs	
	Day-haul	Live-In
VEVs satisfied with -		
Summer's experience.....	96	95
Living conditions.....		89
Hours of work.....	96	100
Wages.....	84	89
Other working conditions.....	96	95
Recreation.....		79
Transportation.....	89	
Supervision.....	98	
Instruction by farmer.....		89
VEVs wanting to do farm work again next summer.....	98	89
Reasons for doing farm work this summer -		
War service.....	64	26
Earn money.....	60	16
Physical benefits.....	42	32
Farm work-experience.....	73	84

*Number of VEVs interviewed in the day-haul program was 45; in the live-in program was 19.

Work and Wages. - An eight-hour day is typical for those who are in day-haul groups and a longer day is usual for live-ins especially on dairy farms because of morning and evening milkings. The highest wages per day averaged \$2.62. A 25¢ per hour minimum was set in the county by the County War Board. The highest wages received per month averaged \$32.08.

The number of days of farm work for day-haul workers compares favorably with most other counties studied, 51.9 days. The average number of days for live-ins was 65.2 days.

Table 3. - Work and Wages of VEVs

	Average* for VEVs	
	Day-haul	Live-in
Hours worked per day.....	8.8	10.5
Highest wage received per day.....	\$2.62	
Highest wage received per month.....		\$32.08
Number of days of farm work.....	51.9	65.2

*Number of VEVs interviewed in the day-haul program was 45; in the live-in program was 19.

Characteristics of Farmers. - Eight of the ten farmers were 45 years of age or older, seventy percent had completed the 8th grade in school at least. All had participated in extension work and 70 percent of them were leaders.

Table 4. - Characteristics of the Farmers

	Percentage* of Farmers
Age of farmer -	
45 years of age and over...	80
Schooling -	
Completed eighth grade....	70
Participated -	
In extension work.....	100
As a leader.....	70

*Number of farmers interviewed was 10.

Characteristics of Youth. - The age levels in Essex County were higher than most other counties. The age level for day-haul groups was higher than for live-ins which is unusual. No workers were found below the age of 14. Grade completed in school was higher for live-ins than for day-haul groups.

Table 5. - Characteristics of the VFVs

		Percentage* of VFVs	
		Day-haul	Live-in
Age of VFV			
	16 and above.....	40	37
	14-15.....	60	63
	Below.....	0	0
Grade completed in school -			
	12 and above.....	0	5
	10 - 11.....	40	42
	9.....	20	32
	7 - 8.....	40	21
	6 and below.....	0	0

*Number of VFVs interviewed in the day-haul program was 45; in the live-in program was 19.

Characteristics of Farm Homes. - These are the homes in which the 19 live-ins stayed. The homes were probably above average as shown in table 6. Telephones were lowest on the list. Most of the farms had children over 21.

Table 6. - Characteristics of the Farm Homes

		Percentage* of VFVs
		Live-ins
Farm homes having -		
	Electricity.....	84
	Radio.....	84
	Telephone.....	63
	Newspaper.....	74
	Car.....	95
Farms having other hired help.....		58
Farm families having children under 21 at home or other VFVs.....		79

*Number of VFVs interviewed in live-in program was 19

Educational Experience for Youth. - Practically all the youth learned to adjust to new situations and had obtained a better understanding of the life of farmers. Practically all had learned new skills.

Table 7. - Educational Experience for VEVs

	Percentage* of VEVs	
	Day-haul	Live-in
VEVs who thought they had -		
Learned to adjust to new situations....	-	89
Obtained a better understanding of		
farmers life.....	-	100
Learned new skills.....	91	89

*Number of VEVs interviewed was 45 day-haul and 19 live-in

Farm Skills. - Each youth interviewed checked off the farm jobs done in 1943. The jobs done by more than half of the day-haul were: Bunch, cultivate, harvest, pack, transplant, wash, and weed vegetables. The jobs done by more than half the live-ins were: Weed vegetables, load, now away, pitch on, pitch off hay, unload with hay fork, bring in cows, clean cow barn, clean milk utensils, feed calves and cows, load and spread manure, milk by hand, clean hen house, feed poultry, clean horse stable, drive, feed and water, harness and unharness, operate tractor, build or repair fence.

Table 8. - Educational Experience - Farm Skills

Farm Skills	Percentage of Youth Interviewed			
	Day-haul*		Live-in*	
	Jobs done	Jobs learned** this season	Jobs done	Jobs learned** this season
Vegetables -				
Bunch.....	58	49	11	0
Cultivate.....	62	33	26	11
Fertilize.....	47	31	16	11
Grade.....	20	13	0	0
Harrow.....	16	9	11	5
Harvest.....	73	47	47	5
Hoe.....	18	13	11	0
Pack.....	56	44	5	0
Market, roadside.....	2	2	0	0
Market, retail.....	7	4	0	0
Sow seed.....	27	13	26	11
Spray.....	9	4	21	11
Plow.....	11	4	5	5
Store.....	4	4	0	0
Stake.....	7	2	5	0

Table 8 cont'd

Educational Experience - Farm Skills

Farm Skills	Percentage of Youth Interviewed			
	Day-Haul*		Live-In *	
	Jobs done	Jobs learn- ed** this season	Jobs done	Jobs learn- ed** this season
Vegetables cont'd				
Grubbing.....	2	2	0	0
Transplant.....	53	27	16	5
Wash.....	51	38	11	0
Weed.....	91	49	58	16
Thin.....	24	16	5	5
Spade.....	0	0	5	0
Make crates.....	2	0	0	0
Clean horse radish.....	2	2	0	0
Load.....	9	7	0	0
Lime.....	2	2	0	0
Cut.....	2	2	0	0
Mulched.....	2	2	0	0
Drive truck.....	2	0	0	0
Burn over.....	2	2	0	0
Clean underbrush.....	2	2	0	0
Small fruit:				
Pick.....	0	0	11	0
Hoe.....	2	2	0	0
Strawberries:				
Pick.....	4	2	0	0
Orchard -				
Pick.....	2	0	21	16
Spray.....	0	0	5	5
Hay -				
Load.....	9	2	74	58
Mow away.....	4	0	58	47
Mow, machine.....	2	0	37	26
Pitch on.....	11	4	63	47
Pitch off.....	11	4	58	42
Rake horse.....	2	0	47	26
Drive team on hay fork.....	2	0	5	5
Run tedder.....	0	0	32	21
Unload fork.....	0	0	58	37
Drove truck.....	0	0	5	5
Drove wagon.....	0	0	11	0
Raked, tractor.....	0	0	5	5
Combined.....	0	0	5	5
Small grains and corn -				
Cultivate corn.....	7	4	37	16
Silo filling.....	2	0	21	16
Plant.....	4	2	21	11
Thresh.....	2	0	16	16

Table 8 cont'd

Educational Experience - Farm Skills

Farm Skills	Percentage of Youth Interviewed			
	Day-Haul*		Live-in*	
	Jobs done	Jobs learned** this season	Jobs done	Jobs learned** this season
Small grains and corn cont'd				
Harrow.....	0	0	21	11
Harvest.....	0	0	21	11
Plow.....	0	0	16	11
Weed.....	0	0	11	5
Cut corn.....	0	0	11	11
Hoe.....	0	0	11	0
Other crops - (tobacco)				
Hill.....	0	0	5	5
Chop and hoe.....	0	0	5	5
Sucker topping.....	0	0	5	5
Harvest.....	0	0	5	5
Hang in racks.....	0	0	5	5
Potatoes -				
Cultivate.....	4	4	16	11
Grade.....	4	4	5	5
Pick up.....	9	9	37	21
Plant.....	4	4	11	0
Spray.....	4	4	11	11
Dug.....	2	0	5	5
Cut seed.....	2	2	0	0
Hoe.....	0	0	11	5
Weed.....	0	0	16	5
Dairy - Feed cows	4	0	68	32
Bring in cows.....	7	2	79	47
Clean barn.....	7	2	84	47
Clean utensils.....	2	2	68	42
Feed calves.....	4	0	79	47
Load and spread manure.....	4	2	68	32
Milk, hand.....	4	2	79	42
Milk, machine.....	0	0	47	26
Run separator.....	0	0	11	5
Took cows out.....	0	0	5	0
Fly spray.....	0	0	11	0
Brush cows.....	0	0	11	0
Cut hoofs.....	0	0	5	0
Make butter.....	0	0	5	5
Strain milk.....	0	0	5	5
Poultry -				
Clean yard.....	0	0	5	5
Clean eggs.....	2	2	0	0

Table 8 cont'd Educational Experience - Farm Skills

Farm Skills	Percentage of Youth Interviewed			
	Day-Haul*		Live-in*	
	Jobs done	Jobs learned** this season	Jobs done	Jobs learned** this season
Poultry - cont'd				
Clean hen house.....	16	7	68	26
Feed.....	16	9	74	37
Kill and dress.....	11	7	21	11
Pack eggs.....	2	2	0	0
Catch and crate.....	4	2	0	0
Move chicks.....	4	2	0	0
Treat for lice and mites.....	4	0	16	11
Gather eggs.....	9	2	21	21
Grade eggs.....	2	0	0	0
Inoculate and vaccinate.....	4	2	5	5
Candle eggs.....	0	0	5	0
Water.....	0	0	5	0
Brooding.....	0	0	5	0
Beef cattle, swine, etc. -				
Feed.....	0	0	32	21
Horses -				
Clean stable.....	7	4	79	42
Drive.....	9	7	68	42
Feed and water.....	9	7	79	37
Harness and unharness.....	4	4	74	42
Groom or curry.....	4	4	21	5
Fly spray.....	0	0	11	0
Bring in from pasture.....	0	0	5	0
Farm mechanics				
Mix cement.....	2	0	11	5
Operate tractor.....	7	2	53	37
Sharpen tools.....	7	2	26	16
Drove truck.....	9	7	11	5
Operate wheel hoe.....	2	2	0	0
Rope work.....	0	0	5	0
Turn grindstone.....	0	0	5	0
Other farm jobs. -				
Carpentry.....	4	2	11	5
Service machinery.....	4	0	32	16
Repair machinery.....	2	0	32	11
Fence building and repair.....	2	0	68	32
Adjust tractor attachments.....	2	0	0	0
Ditching.....	0	0	5	0
Painting.....	0	0	26	0
Put in water bowls.....	0	0	5	5
Hitch and unhitch machinery.....	0	0	5	0

Table 8 - cont'd Educational Experience - Farm Skills

Farm Skills	Percentage of Youth Interviewed			
	Day-haul*		Live-in *	
	Jobs done	Jobs learned** this season	Jobs done	Jobs learned** this season
	:	:	:	:
Household work -	:	:	:	:
Bring in wood.....	2	0	42	5
Care of children.....	0	0	5	5
Dish washing.....	0	0	11	5
Make beds.....	0	0	11	0
Set table.....	0	0	5	0
Canning.....	0	0	5	5
Built storage house.....	0	0	5	5
Cut lawn.....	0	0	11	0
Miscellaneous chores.....	0	0	5	0
	:	:	:	:
	:	:	:	:

*Number of VFV interviewed was 45 day-haul and 19 live-in.

**Job done for the first time and jobs done before but improved skill or learned something new about them this year.

The number of jobs performed during the season is one index of breadth of experience. The live-ins ranged from 4-50 jobs the average being 27. The day-haul workers ranged from 2 to 21 jobs with an average of 10. The variety of work done by day-haul groups is especially good in comparison with other day-haul groups studied.

Training. - Two training programs were conducted in Essex County, one by the Essex County Vocational school in 26 junior and senior high schools and one at the Boonerville Experiment Station for dairy farm workers.

The course of study conducted by the Essex County Vocational School is mainly an informational course with a unit on safety and an introductory unit to explain the program. The field trip phase of the course is excellent. Another year the field trips will be increased which should further strengthen the course. Probably the course would be improved by more emphasis on orientation and some attention to job instruction.

The Boonerville project seems to have worked out very well. Some question has been raised as to whether it is better to train on an experimental farm rather than on farms typical of those on which trainees are to work. Inasmuch as there is a training staff at Boonerville, it would seem this feature more than offsets an advantage accruing from a more typical farm. The real test is how these boys perform when they are employed.

Some of the Boonerville trained boys who were employed by Sussex County dairy farmers were interviewed. They were satisfactory to the farmers. The boys stayed on the job the entire summer. Some of them transferred to a school near the farm so they could continue on the farm during the winter.

Use of Girls. - No girls were trained in either of the two projects. There are advantages to limiting the program to boys but there are potent arguments for using girls especially in day-haul groups. In some areas farmers prefer girls for certain harvesting operations because they are very skillful, industrious, and careful.

Placement. - The Junior Employment Service seems to have found the answer to many questions which have troubled big city officials and farmers. Training metropolitan youth to work in distant areas often results in unsatisfactory placements. There is a gap between training, and placement and supervision. Getting a boy from a distant city has some of the aspects of a mail order transaction to the farmer.

In Essex County a prospective worker enrolled in high school is interviewed by the Junior Employment Service which has complete information on the student's personal record form. This information enables the training officer, before the training program begins, to eliminate many prospective workers who are ill adapted to farm work. The training program itself also serves as a selection device.

A county agent in another New Jersey county or in a county of another State who is interested in getting Essex County boys for his farmers has Form 57 (see appendix) filled out and signed by the prospective employer of each boy. The county agent carefully checks the suitability of each farm as a placement for an inexperienced town or city boy before he asks the farmer to fill out the form which is then sent to Essex County.

A system like this in which there is a well coordinated arrangement between a school placement service and county agents yields satisfactory placement results for young city boys.

APPENDIX

Form 1

PROBABLE NUMBER OF BOYS NEEDED

Probable dates:	Number:	of days	Probable Dates	Number:	Average No.:
:Needed:	for each	:	:	for each	of days
Mar. 21-27	:	:	:	:	:
(sample only)	2	1½	July 18-24	3	6
Mar. 28-Apr. 3	:	:	July 25 - 31	3	6
Apr. 4-10	:	:	Aug. 1 - 7	3	6
Apr. 11-17	:	:	Aug 8 -14	3	6
Apr. 18-24	:	:	Aug. 15 - 21	3	6
Apr. 25-May 1	:	:	Aug. 22 - 28	3	6
May 2 - 8	:	:	Aug. 29-Sept. 4	3	6
May 9 - 15	:	:	Sept. 5 - 11	3	6
May 16-22	:	:	Sept. 12 - 18	3	6
May 23 - 29	:	:	Sept. 19 - 25	3	6
May 30-June 5	3	6	Sept. 26 - Oct. 2	3	6
June 6 - 12	3	6	Oct. 3 - 9	:	:
June 13 - 19	3	6	Oct. 10 - 16	:	:
June 20 - 26	3	6	Oct. 17 - 23	:	:
June 27-July 3	3	6	Oct. 25 - 31	:	:
July 4 - 10	3	6	Nov. 1 - 30	:	:
July 11-17	3	6	Dec. 1 - 31	:	:

Through an arrangement with the County Superintendent of Schools, the County Vocational Schools and the Department of Vocational Education, we have made arrangements to hire a man to train pupils for farm work and to supervise them while at work. In order for us to be ready to meet your demands we shall naturally have to know what they are. Will you, therefore, please fill out the following and return to this office, at once. It is understood that you can change your requirements as the season goes on and that you are not bound to hire them for the full number of days specified and that you may transfer your requests later on from any week to other weeks and from one month to another. Every figure is to represent the equivalent of one boy for eight to ten hours. Figure 2 in the sample for March 21 - 27 means 2 boys for eight to ten hours each. Naturally, the request will also cover any men we may be able to locate for you.

YOUR NAME /S/ Pasquale Pollio

ADDRESS Route 6, Caldwell, N.J.

Form 2

FARM LABOR SURVEY ASSIGNMENT

N. J. Extension Service Volunteer Corps

Sixty-five vegetable growers

1. Check Type of Farm (✓)		
	Main Source of Income	Second Source of Income
Dairy		
Poultry		14
Fruit		
Vegetable	65	
Potato		
General		4

2. What percent of your 1942 production do you expect to produce in 1943? <u>98.5%</u> av. (Let 1942 production equal 100%)
--

3. Which of the following shortages would affect your 1943 production most seriously?			
Fertilizer	6	Machinery	
Trucks	4	Equipment	5
Labor	42	Feed-supplies	7

4. Farm Labor Supply	1939	1942	Minimum Requirements 1943
A. Number full-time workers in your family, including operator. Do NOT include persons doing housework ONLY.		145	156
B. Number full-time hired workers yearly basis. Do not include members of your family.		51	59

4. Farm Labor Supply cont'd	1939	1942	Minimum Requirements 1943
C. Number seasonal hired workers (men)		62	84
D. Number seasonal hired workers (women)		44	
E. Number seasonal workers--boys and girls in your family. (Not included in Item "A" above.)		24	25
F. Number seasonal hired workers (boys and girls).		112	157

5. How many farm workers left this farm since 1939?	Reasons for Leaving Farm		
	Work on Other Farms	Armed Forces	Industries
A. Number full-time workers from your family	7	9	17
B. Number full-time hired workers	7	14	55

6. Kind of workers most needed to maintain production in 1943.		
Describe below		
Type of Workers	Now on Farm	Not Now on Farm
A. Foreman	5	1
B. Tractor operator	12	5
C. Milkers		
D. Harvest help	41	105
E. Help in home, ..	1	6
F. Other	53	89

FORM 57.

APPLICATION FOR STUDENT WORKERS

() County Student Service Commission

I hereby request the () County Commission on Student Service to provide me with students for farm services as follows:

Approximate dates	:	Type of work or job	:	Approximate Number:	
				Boys	Girls
	:		:	:	:
	:		:	:	:
	:		:	:	:
	:		:	:	:

It is agreed that the minimum wage shall not be less than the schedules agreed upon by the () County Student Service Commission and () County Farm Labor Committee.

I will abide by the legal work hour limitations in Student Service Law, Chapter 23, Laws of 1942.

I agree to take every possible means of protecting the health and safety of each student, particularly the following:

(A) Water Supply - where water is obtained from other than a city supply it is understood that the well is curbed above grade to prevent entrance of surface water and that the well is covered to prevent pollution from entering at the top.

(B) Toilet facilities - the privy vault is fly-tight and prevented from overflowing. Separate toilet facilities should be provided when boys and girls are employed.

(C) First aid equipment - is available at all times in a readily accessible place.

(D) Hand washing facilities - available for thorough hand-washing before eating meals.

(E) Sprays and Poisons - must be plainly labelled, and students cautioned in their use.

(F) Safety from Injury - that work involving the handling of animals and dangerous tools and implements be assigned only to older youth trained in their use, and that the operation of power driven machinery be in conformity with law.

Transportation

I (will), (will not) furnish transportation to and from the farm each day. If transportation is provided, the type of vehicle is . The amount of Public Liability insurance is . Name of Insurance Company is .

I (do) (do not) carry workmen's compensation insurance. Name of Company . Address .

In return for this assistance I shall endeavor to the best of my ability to treat the students fairly, to help them to learn to do their work well, and to provide them with adequate supervision to the end that each of us shall make his best effort toward helping to win the war through a maximum production of farm food commodities.

Date signed _____

Farmer's Signature _____

Approved _____

Address _____

Date _____

The cooperation of the following persons is appreciated:

- Mr. L. A. Bevan, Director New Jersey Extension Service, New Brunswick, N.J.
- Mr. J. C. Taylor, State Supervisor, Emergency Farm Labor, Extension Service, New Brunswick, N.J.
- Dr. Roland W. Kent, Assistant Director, Essex County Vocational Schools, Newark, New Jersey
- Mr. H. O. Sampson, State Supervisor of Agricultural Education, New Brunswick, New Jersey.
- Mr. Herbert Meyer, Chief of Placement, Essex County Junior Placement Service, Hall of Records, Newark, N.J.
- Professor E. V. Bearer, Assistant State Supervisor of Agricultural Education, New Brunswick, N.J.
- Mr. W. H. Evans, Executive Secretary, Student Service Commission of New Jersey, Trenton, N.J.
- Mr. J. G. Gearhart, County Club Agent, Essex County, Caldwell, N.J.
- Mr. Raymond E. Harman, County Agricultural Agent, Essex County, Caldwell, N.J.
- Mr. Kenneth Henderson, Teacher of Vocational Agriculture, Nutley, N.J.
- Mr. O. E. Kiser, State Supervisor Food Production War Training Program, New Brunswick, N.J.
- Mr. H. F. McFeeley, Assistant Extension Economist, Marketing, Extension Service, New Brunswick, N.J.
- Mr. Thomas D. Pitts, Agricultural Instructor, Essex County Vocational Schools, Newark, N.J.
- Mr. Don Rich, Assistant State Supervisor Emergency Farm Labor, Hightstown, N.J.

9. Evaluation Study of the VFW Program
Peddie School, Hightstown, New Jersey
August 26-28, 1943

The background of the project.

The Peddie School is a private preparatory school which is located in an important farming section of New Jersey. Nearby Monmouth County is the third largest potato county in the United States. Vegetables are grown in large amounts and there is considerable fruit in the area. There is consequently a large demand for peak-load harvest labor.

The administration of the Peddie School became interested in the farm project because they desired (1) to aid the war effort by working on food production and (2) they wished to create good will for the school in the community in which it is located. The project started on a small scale in 1942 and was so successful that the Board of Corporators desired its continuance. Mr. Donald Rich, Jr., was appointed Director of the Farm Project. The Extension Service of Mercer, Monmouth and Essex Counties, the Student Service Commission of New Jersey, and the U.S. Employment Service cooperated. The county agents of the three counties served as an advisory committee.

The 1943 project began on June 14. At the time of my visit there were 76 boys in the project; 98 had left for various reasons -- the chief one being that the opening of school sessions was close at hand. Very few of the workers were regular students at the Peddie School.

Working with Mr. Rich as Director was Mr. H. C. Hurff, in charge of Supervision and Placements; Mr. C. V. Pierce, in charge of Accounts and Records; five supervisors, two of whom were members of the Peddie School faculty; and a nurse who served part-time.

At the time of my visit boys were working on 13 different farms in groups ranging from 3 to 16 boys. The larger groups had supervisors. The smaller groups were supervised by the farmer. Farmers made payments for the labor of the boys direct to the school and the money was disbursed by Mr. Pierce. The boys paid \$11.00 per week for board, room, and laundry. The entire recreational facilities of the Peddie School were made available to the workers.

During the 3 days I was at the Peddie School I obtained detailed records from 32 boys. In this I was assisted by Mr. Coffman and Mr. Evans. In addition, I visited most of the 13 farms and talked with farmers. I conferred with 4 of the 5 field supervisors and with Dr. Saunders, the headmaster. One morning I observed Mr. Hurff while he assigned workers to various farms and arranged for transporting these workers.

Observations on the Peddie School Farm Project

Farm experience

Each of the 32 boys was asked what jobs he had done during the 1943 season. I find that the 32 boys worked at 78 different jobs. The average boy performed about 8 different jobs while he was in the project. The range was from 1 to 16. The jobs most frequently found were picking beans, picking tomatoes, weeding, picking apples, picking peaches, grading apples, pitching hay, picking up potatoes, grading potatoes, and feeding hens.

Training

Very few of the young workers reported previous training for farm work. The training problem for this project is particularly difficult because the workers came from a large number of schools, mostly city high schools in New Jersey. It would be possible, it seems to me, to arrange early in the year for a training course in several of the high schools which are likely to send workers next year. This might be arranged through the State Department of Education. I am assuming that the project will run for another year.

If courses are to be set up in New Jersey High Schools to train for work in the Peddie School Farm Project, the list of skills given above would furnish a valuable partial basis for such courses. Taking one of these skills, picking up potatoes, I would think that several units might be given. To suggest a few: A study might be made of the potato plant, a study of the common varieties of potatoes; there could be a demonstration of the grading of potatoes, and a brief geography of potato growing. In addition, common defects of potatoes caused by insects and diseases could be studied as well as the importance of potatoes as a wartime food product. The job of picking up potatoes should be analyzed and broken down into steps and keypoints. Following the procedure used in Job Instruction Training, the assistance of potato growers and other specialists could be secured to check this or similar analyses. Next year's supervisors should be familiarized with these analyses and should be prepared to give training in the field on the common jobs which the workers are to do.

As mentioned above, part of the training course will be built around the jobs which the workers are to do. Of course, another very important part of such a course is the orientation phase. The following suggestions are made for the orientation part of the course:

- a. Prospective workers should have an opportunity to discuss war-time food production with persons qualified to discuss this problem, including farmers.

- b. Movies of farm life should be used. The Extension Service has made available some appropriate movies for this purpose.
- c. Prospective workers should make a census study of the area in which they are to work. Obtain from the U.S. Bureau of the Census photostated tables giving information by minor civil divisions.
- d. Farmers of the community should be brought in to meet prospective workers and discuss labor problems with them. Farmers should tell prospective workers what jobs they will expect of them to do on their farms. Select farmers who used high school students for labor last season.
- e. Demonstrate farm safety precautions and have a general discussion of farm safety. There are valuable films and movies on this subject.
- f. Invite outstanding workers who worked on farms last year to discuss their experiences.
- g. Discuss health precautions on the farm
- h. Have a meeting with parents to explain plans for summer work. It would be well to have farmers attend this meeting.
- i. Learn common farm terms
- j. Have weekend trips to farms giving prospective workers as much experience as possible.
- k. Take trips to agricultural experiment stations, colleges of agriculture, farm implement warehouses, dairies, outstanding farms, packing houses, etc.

The selection of workers

The following qualifications were set up to govern the selection of workers in the Farm Project:

1. Ages specified were 14 to 16
2. Boys only were admitted
3. A doctor's certificate was required and boys were not taken in who had indications of heart trouble, asthma, or hernia.
4. Written consent of the parents was required.
5. A letter testifying as to his character was required from the boy's pastor or priest.

It should be noted that no race restrictions were set up. For this the Peddie School should be commended.

Although the qualifications seemed to be wise, the evidence given by those in charge of the project indicates that some boys were admitted who were not suited to farm work. It should be pointed out that a training program such as that suggested above would operate to eliminate many of these unsuited boys, and if the school utilized their facilities for guidance probably other unsuited boys could be eliminated. In short, a cooperative arrangement with the public high schools would improve greatly both the training and selection of next year's workers.

Parents

One of the problems of the Peddie School Farm Project is the relationship with parents. There is evidence that many parents are not familiar with the objectives of the Farm Project and don't understand its educational values. The training program mentioned above should include sessions with parents and boys. Other devices such as letters to parents would seem to be a contribution toward the solution of this problem.

Relationships with Agencies

As stated previously, the county agents of three counties served by the Farm Project constituted an advisory committee. Mr Hurff also served as farm labor assistant for Mercer County. Mr. Hurff reported placements to the county agent in Mercer County, but the concept that the demand for farm labor and the placement of farm labor ought to channel through the three county extension services seems to be lacking. Whether this is the fault of the school or the extension service is not clear.

The U.S. Employment Service rendered valuable aid in recruiting workers for the Farm Project; also the Student Service Commission gave assistance in recruiting and in many other ways. Although all of these organizations performed valuable service their relationships to the Farm Project may be said to be unorganized. A single committee on which all of these organizations in the three counties are represented would seem to be an improvement.

Relationships with farmers

Experience of the last 2 years has educated many of the farmers in the community in the use of inexperienced, nonfarm youth. Next year's project can profit greatly from the knowledge of the needs and characteristics of the farmers who have employed these youth. The farmers I talked with certainly had a very fine attitude toward the boys and the boys reflected this attitude in their comments about their employers. It should be noted, however, that I did not talk with farmers who have been less successful in their use of nonfarm youth and have discontinued employing them.

Safety and insurance

The safety problems in connection with the Farm Project were not serious. Excellent medical facilities were available and a nurse was available part-time for the workers in the Farm Project. Most of the hazards seemed to be in connection with transportation. The rules were that the workers should be seated during the trips to and from farms, and that arms and legs were to be kept within the truck. These rules were not always observed and some improvement in this connection would be desirable another year.

About one-third of the boys had insurance. Most of these had the regular VEV type of accident policy. The school did not require insurance, but probably the desirability of insurance should be emphasized before another year.

Living conditions at the school

The living conditions at the Peddie School were unusually fine. The boys were made comfortable, the food was excellent, and the Farm Project was well staffed with persons who were skillful in getting along with the young workers. Recreational facilities were excellent and there was much educational value in the regulations which the school enforced as to hours for meals and deportment while the boys were in the school.

One problem which exists in any camp where the workers have to pay for board should be mentioned here. A spell of bad weather resulted in shutting off income from the boys, but the living expenses continued. Fortunately, there were very few days this year which were unsuited to farm work, but this problem is certain to come up in most years. Often-time the result is that workers leave the camp at the completion of their work owing more for their board than they have received. Some plan should be worked out so that when it is impossible for workers to earn wages, their living expenses could be paid.

Staff

Many work camps have failed because they have not been adequately staffed. This certainly is not true of the Peddie School Farm Project. This project has a director, a person in charge of supervision and placement, an accountant, a part-time nurse, and five field supervisors who also have supervisory functions at the camp. This staff has been very carefully selected and seems to have functioned admirably.

Field supervision

One of the strong points in this project has been field supervision. As stated above, there were five field supervisors who worked with the

larger groups. Small groups were supervised by the farmer employer. A careful study was made of the duties and practices of these field supervisors. They have developed many procedures for keeping the boys busy, improving their morale, giving instruction on the job, maintaining good relationships with the employer, etc. Of particular interest is the device developed by two of the groups to pay a bonus in case the groups went above a certain amount of production per day. This resulted in pressure by the group on the poorer workers and gave incentive for extra effort. This bonus arrangement was applied to picking up potatoes. Some attention might well be given to using this scheme or a similar procedure in connection with other jobs.

1943
Peddie School Farm Project
Final Report

	<u>Mercer</u> <u>County</u>	<u>Middlesex</u> <u>County</u>	<u>Monmouth</u> <u>County</u>	<u>Pennsylv-</u> <u>ania</u>	<u>Total</u>
No. of days that a group worked	458	188 $\frac{1}{2}$	149	62	857 $\frac{1}{2}$
No. of boy days	2,164	1,497	935	1,670	6,266
No. of supervisory days	83	76 $\frac{1}{2}$	56	92	307 $\frac{1}{2}$
Boys' wages	\$6,985.95	\$4,461.77	\$3,036.71	\$3,088.26	\$17,572.69
Supervisors' wages	422.19	386.80	270.05	429.44	1,508.28
Service charges	534.00	374.25	233.75	417.50	1,559.50

Summary:

Total days worked by boys.....	6,266
Total boys' wages.....	\$17,572.69
Total profit by boys.....	5,307.81*
Total number of boys.....	177

No. of boys who did not make enough money to cover board and room during their stay (10%).....	18
Highest daily wage (Walter Crooke).....	\$9.09
Highest profit (by Joseph Muchka).....	\$154.42
Highest amount earned (by Robert Lewitter).....	278.72

* (30 percent of amount earned)

Statistical Tables

Evaluation Study of the VEV Program
Peddie School, Hightstown, New Jersey
August 26- 28, 1943

Table 1. - Farmers' Attitude Toward the VEV

Farmers' Attitude	Percentage* of VEV
Liked the VEV.....	87
Thought they did good work.....	87
Wanted same youth again next year.....	70
VEV better than usual hired help.....	0
Equal to usual hired help.....	31
Not as good as, but still good enough.....	65
Much worse than usual hired help.....	4
Wanted some youth again next year.....	100**

*Number of VEV whose farmers were interviewed was 23. Number of farmers interviewed was 7. Some farmers had more than one VEV during the summer.

**This percentage is based on the number of farmers (7) interviewed.

All the farmers interviewed wanted youth again next year. A few were critical of their inexperience. A few farmers in the community had discontinued their arrangements with the school, or, the school had severed relationships. One farmer had persisted in sending boys back to school too late to get supper and finally the school refused to send him workers.

Table 2 - VEVs' Attitude Toward Summer's Work

VEVs' Attitude	Percentage* of VEV
VEV satisfied with -	
Summer's experience.....	100
Working conditions.....	100
Transportation.....	100
Supervision.....	91
Instruction by farmer.....	63
VEV wanting to do farm work again next year.....	91

*Number of VEVs interviewed was 32.

About one third of the farmers considered their young workers equal to the usual hired help; two-thirds considered their young workers not quite as good.

Table 3. - Work and Wages of the VFV

	Average* for VFV
Hours worked per day.....	8.1
Highest wage received per day.....	\$5.86
Number of days of farm work.....	51.4

*Number of VFVs interviewed was 32

The workers were well satisfied with their summer's experience. The working conditions, transportation and supervision were excellent. The only exception was the instruction by the farmer. This was due in part at least to the fact that some of the workers were in groups with which the farmer had very little contact. Some of the field supervisors gave excellent instruction on the job.

The average hours of work per day was 8.1 hours. The hours per day were quite uniform because the trucks left together in the morning and had to be back at the school in time for supper.

The highest wage received per day varied widely because piece rates were in force. Picking up potatoes seemed to give the best returns.

The average number of days worked was 51.4. Ninety-one percent of the workers want to do farm work next summer. This is one of the best indications of the success of the project.

Table 4. - Characteristics of the Farmers

	Percentage* of Farmers
Age of farmer -	
45 years of age and over..	86
Schooling -	
Completed eighth grade....	100
Participated	
In Extension work.....	100
As a leader.....	14

*Number of farmers interviewed was 7.

Eighty-six percent of the farmers were over 45 years of age and all had completed at least the eighth grade. All had participated in county extension activities but only 14 percent as leaders.

Table 5. - Characteristics of the VFVs

	Percentage* of VFVs
Age of youth-	
16 and above.....	19
14 to 15	78
Below 14.....	3
Grade completed in school -	
12 and above.....	3
10 - 11.....	34
9.....	34
7 - 8.....	29

*Number of VFVs interviewed was 32.

More than three-quarters of the youth were 14 and 15 years old, and slightly less than one-fifth were 16 and above. They were quite evenly distributed from the seventh to the eleventh grades. The ninth grade is the modal grade.

Table 6. - Educational Experience of VFVs

	Percentage* of VFVs
VFVs who thought they had-	
Learned to adjust to new situations.....	100
Obtained a better understanding of farmer's life.....	94
Learned new farm skills...	100

*Number of VFVs interviewed was 32.

Table 6 shows the workers were highly pleased with their educational experience in respect to adjustment to new situations, better understanding of farm life and new skills learned.

Table 7 shows the types of jobs done by Peddie School workers in the farm project in 1943. If a training program is developed for the 1944 workers, this list of jobs that have been done furnishes a partial base for constructing training courses.

Table 7. - Educational Experience - Farm Skills

		Percentage* of VFV	
Farm Skills		Jobs	Jobs learned**
		done	this season
Vegetables -			
	Bunch.....	6	6
	Fertilize.....	6	6
	Harvest.....	69	69
	Pack.....	3	3
	Weed.....	66	66
	Thin.....	13	13
	Load.....	3	3
	Hoe.....	9	9
Small fruit -			
	Pick.....	3	3
Orchard -			
	Grade.....	31	31
	Pack.....	9	9
	Pick.....	53	53
	Thin.....	3	3
	Load.....	3	3
	Hoe seedlings.....	6	6
Hay -			
	Load.....	13	13
	Mow, hand.....	13	13
	Pitch on.....	16	13
	Rake, horse.....	3	3
	Bunch.....	3	3
	Bale.....	3	3
Small grains and corn-			
	Silo filling.....	13	13
	Hoe corn.....	3	3
	Thresh.....	9	9
	Shock.....	3	3
Potatoes -			
	Cut seed.....	3	3
	Grade.....	81	75
	Pick up.....	97	94
	Weed.....	6	6
	Hoe.....	3	3
	Load.....	9	9
Dairy -			
	Bring in cows.....	3	3
	Clean barn.....	3	3
	Load and spread manure.....	3	3
	Milk, hand.....	3	3
	Milk, machine.....	3	3
Poultry -			
	Clean hen house.....	22	19
	Feed.....	22	22

Table 7. cont'd

		Percentage of VFV*	
Farm Skills		Jobs done	Jobs learned**
			this season
Horses -			
	Handle team.....	3	3
	Feed.....	3	3
	Harness.....	3	3
	Water.....	9	9
Farm mechanics -			
	Make adjustments in farm machinery.....	6	6
	Operate tractor.....	13	13
	Operate dryer.....	3	3
	Drive truck.....	13	6
Other farm jobs -			
	Ditching.....	3	3
	Repair machinery.....	3	3
	Loading freight car.....	3	3
	Felling trees.....	3	3
Household work -			
	Dish washing.....	3	3
	Household chores.....	3	0
	Laundry duties.....	3	3
	Making beds.....	3	3

*Number of VFV interviewed was 32

** Jobs done for the first time and jobs done before but improved skill or learned something new about them this year.

The following persons cooperated in making the study possible:

Mr. L. A. Bevan, Director of the State Extension Service
 Dr. Wilbour E. Saunders, Headmaster, Peddie School
 Mr. Donald W. Rich, Jr., Director, Farm Project, Peddie School
 Mr. H. C. Hurff, in charge of Placement and Supervision
 Mr. C. V. Pierce, in charge of Accounts and Records
 Mr. W. H. Evans, Executive Secretary, New Jersey Student Service Commission
 Mr. Fred Coffman, VFV Supervisor, New Jersey Extension Service
 Mr. J. C. Taylor, State Farm Labor Supervisor, New Jersey Extension Service.

